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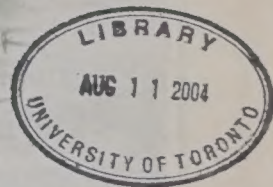
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ONTARIO Prospects

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GO FOR IT!



1 WHO YOU ARE

High 5!	2
Life Cycle of a Career	3
The Drill	4
Pre-Occupation Investigation	5

2 WHAT YOU NEED

Trades Work	6
The Day in the Life	7
The Art of Loving Your Job	8
Résumé Dos and Don'ts	9
Skills and Attributes for Career Success	10

3 WHERE YOU CAN GO

Teaching	11
Job Gym	14
Volunteering	16
Nursing	18
College Graduates	20
Summer Company	22

4 HOW YOU CAN GET THERE

Co-op Diploma Apprenticeship Program	25
Websites	26
PSE Opportunities	27
Safety Rules	30
Labour Market Information	31

1 WHO YOU ARE

HIGH 5! *A Winning Philosophy for Career Development*

Following your heart – your passions, interests, and gut instinct – is just one guiding principle for career development. It's part of a broader philosophy, endorsed by career counsellors, coaches, and facilitators, called the High 5!

Change Is Constant

7

Technology is changing rapidly – computers, cell phones, televisions. All of these, along with developments in world events and changes in societal culture, affect the world of work. We need to keep up and adapt, keep changing with the times, and be open to new opportunities.

Learning Is Lifelong

2

We are engaged in a process of continuous learning – about ourselves, life, and opportunity; listening and learning every moment of our lives. We need to recognize that we learn in many ways, in all kinds of environments. School is but one stop along the learning continuum.

Team Up with Others

3

It is a noble enterprise to ask for assistance – and to give it. It doesn't mean we are taking advantage of those we know; it is an appropriate, natural way to operate. Make contacts. Learn through talking with others. Do volunteer work. Job shadow. Consider an apprenticeship opportunity.

Focus on the Journey

4

We all evolve. Who we are at ages 15, 25, 35, and 45 does change. The people we meet and our experiences enrich us. Every step influences a further step in our journey. Along the way, we need to pause, take stock, and ask ourselves, Where to now? Pay attention, take advantage of opportunities; reflect on them. Follow detours; if they're embarked on with the right perspective, they can become opportunities too.

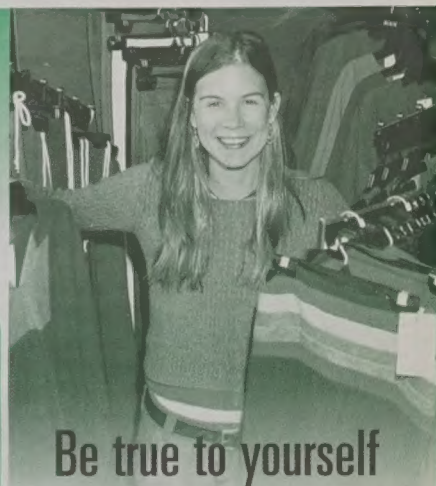
Follow Your Heart

5

There is probably nothing more significant in one's life than being able to say, "I love what I do." If your core journey is grounded in a pursuit of your passion, you can be flexible. Do it while you're young, before added responsibilities begin to restrict you. Given the speed at which the world is changing, we have to be confident in our career choices. Heart and passion will give you that. We only get to live once on this earth. It's important that we do something that makes us happy – that we find the work we love!

PULL IT TOGETHER

Integrate all the High 5! messages and set off on a meaningful life journey. It is a winning philosophy for work and for life. If you can balance all five messages, you will be successful.



Be true to yourself

A qualitative study conducted in 2002 by Lee Wallace of Car-Ed Consulting found startling consistency among survey respondents 20 to 70 years of age to the question, What advice would you give to someone who wanted to be successful in life and work? The overwhelming answer? Be true to yourself. Find what you love to do and find a way to make a living at it.

Succeeding is up to you

For several years, the National Native Role Model campaign has inspired Native youth across the country to listen to their hearts, pursue their dreams, and fulfil their goals. The program is based on the tradition of the sacred gifts of wisdom, love, respect, bravery, honesty, humility, and truth. What follows are inspirational thoughts from one of the role models.

"I learned early on that no one can make you do anything. They can encourage you, but succeeding is up to you. In life, one of your first responsibilities is to set high goals for yourself. Only then will you really achieve your potential, and everyone has potential. All you have to do is believe there is no such word as *can't*."

Donald Bruce Hill, Ontario's first Native school principal



Ontario's Guide to Career Planning

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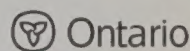
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1 WHO YOU ARE

LIFE CYCLE OF A CAREER

The career journey is an exciting, multidimensional one – with lots of pit stops and redirections along the way. Read through the following. Figure out where you are in the process. Identify strategies for moving to the next stage.

I. LISTEN LEARNING IS LIFELONG. NEVER STOP!

Get it together. Tune in to yourself.

- Get to know your skills, aptitudes, interests, and values.
- Write them down.

SUGGESTED ACTIVITY

Assessment exercise:

Pull out your résumé. Review your job experience, volunteer work, and interests; then:

Identify recurring themes.

Create a winning profile – a private statement that captures your passion, interests, personal aptitudes and skills, desire, and/or motivation.

Example . . . “I like to build things.”

Take the Drill quiz on page 4.

2. EXPLORE PURSUE YOUR PASSION; FIND FULFILLMENT

Try it out, test it. Tune in to the world around you.

- Consider fields of work that might appeal to you.
- Uncover opportunities that map to your skill set and interests.
- Test-drive your interests.

SUGGESTED ACTIVITY

Exploration checklist:

- | | |
|---|---|
| <input type="checkbox"/> Conduct information interviews | <input type="checkbox"/> Access media sources – the web, journals, television, magazines |
| <input type="checkbox"/> Job shadow | <input type="checkbox"/> Investigate study and training options – college, university, apprenticeship |
| <input type="checkbox"/> Audit a course | <input type="checkbox"/> Do volunteer work |
| <input type="checkbox"/> Take a workshop | |
| <input type="checkbox"/> Network | |

Example . . . “Carpentry appeals to me. I think I might like to apprentice.”

Take the Pre-occupation Investigation quiz on page 5.

3. REFINE TEAM UP WITH OTHERS. BUILD YOUR NETWORK.

Invent it, reinvent it.

- Plot your next steps. Refine your goals. Identify types of work that fit your personality and interests.

SUGGESTED ACTIVITY

Maintenance checklist:

- | | |
|--|--|
| <input type="checkbox"/> Join an association or club | <input type="checkbox"/> Become active in your union |
| <input type="checkbox"/> Volunteer in the community | |

Define specific roles in each type of work.

Example . . . “I want to build cabinets instead of houses.”

Fill out the Career Plan on page 5.

READY FOR A CHANGE? FOCUS ON THE JOURNEY. YOU’LL DISCOVER NEW OPPORTUNITIES.

Bored, injured, maturing, or seeking a new challenge?

- Identify your transferable skills
- Identify opportunities that align with them

START OVER: LISTEN, EXPLORE, AND REFINE!

VECTOR

VECTOR (video exploration of careers, transitions, opportunities, and realities) is a career and work exploration resource that profiles over 120 careers and occupations, enabling teachers and students to explore career and life opportunities in a number of engaging ways. Most significantly, this resource links the skills that Human Resources and Skills Development Canada has identified as essential to each of the occupations profiled. As a result, users of the resource can search the library of occupational videos for those that relate to the essential skills he or she may have. Users can also take advantage of links to NOC (National Occupational Classification) codes and descriptions of occupations that require similar skills.

Visit VECTOR at www.vector.cfee.org, and, for information about essential skills, go to www15.hrdc-drhc.gc.ca/.



Believing money is the key to happiness, many adults become stressed out trying to make enough to find happiness. A good route to happiness is learning how to live within your means, doing work you love.

Phil Jarvis, VP – Partnership Development,
National Life/Work Centre

Top 5 Today

Dot down the five careers that – based on the research you’ve done so far – you think you’d like to pursue. As you make your list, consider what experiences and which individuals have influenced your choices.

1. _____
2. _____
3. _____
4. _____
5. _____

Top 5 Revisited

Once you’ve flipped through *Ontario Prospects*, read some of the articles, worked through the exercises, and digested some of the advice, come back and redo this exercise. You may find your perspective has changed, or you may validate your choices.

1. _____
2. _____
3. _____
4. _____
5. _____

Did you know?

The average person will change careers three times over the course of their lifetime and have seven to nine different jobs.

The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era, Jeremy Rifkin and Robert L. Heilbroner

THE DRILL

So you want to find the work you love. Where do you begin? By getting to know yourself better – taking note of your personal interests, recognizing your talents, and acknowledging your quirks. The following quiz can help you get started. For each question, choose the answer that rings most true for you.

1. You've got an hour to kill. You choose to:

- a) Read a book
- b) Join a game of pickup hockey on your street
- c) Call up a friend and chat

2. At 9 a.m. on most mornings, you are:

- a) Still in bed
- b) At the gym working out
- c) At work/school

3. At 11 p.m., you are:

- a) In bed
- b) Settling down with a bowl of popcorn to watch a movie
- c) At work

4. Which of the following sets of sports activities most appeals to you:

- a) Swimming, skiing, track and field
- b) Squash, tennis, wrestling
- c) Ultimate Frisbee, basketball, hockey

5. As a child playing make-believe, you often chose to be:

- a) A teacher
- b) A parent
- c) A nurse, fireman, or police officer

6. One of your favourite childhood games was:

- a) Jenga
- b) Operation
- c) Snakes and Ladders

7. When you were 13, you wanted to be a:

- a) Rock star or actor
- b) Doctor
- c) Astronaut

8. In high school, you:

- a) Act(ed) in the school play
- b) Participate(d) on the student council
- c) Avoid(ed) involvement in clubs or on teams

9. Your favourite subject was/is:

- a) World issues
- b) English
- c) Math

10. To you, wearing a suit is:

- a) Motivating
- b) Uncomfortable
- c) Demoralizing (and unacceptable)

TALLY:

0 to 6 – Captain

You are an outgoing person with strong interpersonal skills. You enjoy team activities and thrive when working with a group. You are charismatic and a natural leader who welcomes new challenges and is driven by an entrepreneurial spirit.

7 to 13 – Coach

You have a strong work ethic and are well organized. You have strong communication skills, and are caring and supportive of others. Admired for your attention to detail and your sense of precision, you have a talent for problem solving. You hope to make a valuable contribution to society in your life.

14 to 20 – Free Agent

You are independent and prefer personal challenges to team tasks. You have a creative side and like to work with your hands. You have strong personal convictions and an interest in social causes. You may have been called an idealist at some point in your life.

An important note:

Keep in mind, this is not a precise diagnostic tool. It's a fun exercise that invites you to explore aspects of your personality you may not have considered, and to think about how your qualities and quirks might play into your career choices.

Enjoy career quizzes?

Try some others at www.jobsetc.ca. Click on iQuizzes.

Scoring

Add up the points for your choices and find out which personality type best describes you.

1. a-2 b-0 c-1	6. a-2 b-1 c-0
2. a-2 b-0 c-1	7. a-0 b-1 c-2
3. a-1 b-2 c-0	8. a-0 b-1 c-2
4. a-2 b-1 c-0	9. a-0 b-2 c-1
5. a-1 b-2 c-0	10. a-0 b-1 c-2

COPING STRATEGIES

Let's face it, being a teenager is not always easy. You may worry that you're "going crazy" when you're stressed, confused, or very upset. In fact, feelings like these are only rarely a sign of mental illness. Usually, they get a lot better if you talk about them with someone you trust.

Mental illness is far less common than mental health problems, but still more common than you might think. As many as one in five teenagers have experienced a major mental disorder, such as depression or schizophrenia. So, chances are that you or someone you know has, will have, or has had a mental illness.

The **Mental Health and High School** section of the Canadian Mental Health Association (CMHA) website is a new resource, the purposes of which are to:

- raise awareness of mental illness and mental health problems and the ways they can affect your school life; and
- give you tools that can, should you have such problems, help you cope at school or at work, or as you continue your studies in college or university.

The information at Mental Health and High School is for all teenagers struggling with mental health problems or mental illness. Its aim is wide because whether what you're going through is temporary or the sign of a serious mental illness you're probably having a hard time dealing with the challenges of high school.

Teens from across Canada helped us build Mental Health and High School by taking part in interviews and focus groups. They told us about the experiences they had getting through high school while dealing with their mental health problems and provided suggestions on the kinds of supports and information that can help teens in the same situation.

The information we've assembled will help you figure out if what you – or one of your friends – is going through is something that you should be concerned about and point you to where you can get help if it's needed. It also outlines the kinds of special supports, such as extra time to complete assignments, you can ask for that will make it easier for you to succeed in school. **Catherine Willinsky**

For more information, check out the CMHA website at www.cmha.ca.

Everyone asks me why I went into this field if both of my parents are professionals . . . I like what I am doing regardless of what my parents chose to do with their lives.

Anna Petryshyn
Mould-making apprentice



PRE-OCCUPATION Investigation

1. As you get to know your talents and interests, you can begin to consider occupations that might suit you. From the following list, choose three items that best describe your personal interests.

Working with my hands	Problem solving
Working with numbers	Working with computers
Being creative	Working with people
Helping others	Working independently
Doing research	Acting as a leader

2. List your choices here and, below each choice, note why that type of work appeals to you.

Interest 1: _____

Why it appeals: _____

Interest 2: _____

Why it appeals: _____

Interest 3: _____

Why it appeals: _____

3. Now, referring to the following table, find your choices and review the jobs and job areas listed beside each. For each of your choices, select the jobs and job areas that appeal to you.

INTERESTS	JOBS/JOB AREAS
Working with my hands	Carpentry, automotive service technician, construction electrician, culinary arts
Working with numbers	Accounting, bookkeeping, statistics, economics, sales and retail
Being creative	Visual arts, music, writing and publishing, promotion and marketing, broadcasting, acting, teaching, culinary arts, sales and retail, collision repair, hairstylist
Helping others	Teaching, medicine, emergency services, childcare, recreation and coaching, military, work with the elderly, law, hospitality
Doing research	Medicine, research and development, writing, sciences (chemistry, biology, physics), engineering, academia, law
Problem solving	Medicine, urban planning, teaching, accounting, sales and retail, promotion and marketing, emergency services, military, law, powerline technician, boilermaker
Working with computers	Web-page design, computer science, graphic arts, secretarial, automotive service technician, tool and die maker, aircraft maintenance mechanic
Working with others	Teaching, medicine, promotion and marketing, acting, broadcasting, sales and retail, hospitality, music, childcare, recreation, coaching, emergency services, work with the elderly, secretarial, law, construction trades, cook, baker
Working independently	Accounting, writing, statistics, visual arts, web-page design, computer science, economics
Being a leader	Teaching, promotion and marketing, broadcasting, politics, law, recreation and coaching, medicine, self-employed tradesperson, shop supervisor, site supervisor

Choice 1:	Choice 2:	Choice 3:
Jobs/areas that appeal to me:	Jobs/areas that appeal to me:	Jobs/areas that appeal to me:

4. Next, review the columns. Are there any duplications? List them here.

These observations may serve as indicators of the types of occupations you may wish to pursue. Investigate them further at www.canlearn.ca, www.careerdirectionsonline.com, and www.caf-fca.org.

Career Plan

When investigating career opportunities and plotting a career path, it can be helpful to record your goals and objectives – as you set, change, and refine them. It is also useful to note important observations along the way.

Use this form to do just that as you read through *Ontario Prospects* and conduct other career research. (You may want to use a pencil!)

Name: _____

Age: _____

My current occupation: _____

My outside interests: _____

My dream job: _____

Other occupations I'm considering: _____

What I wanted to be (when I was) in elementary school: _____

What I want(ed) to be in high school: _____

What I think I would most value in a job (may relate to hours, salary, tasks, degree of independence, location):

What I believe are my greatest strengths:

Input from Others

What jobs have friends, family members, or co-workers suggested you would be good at? What qualities have they observed in you that influenced those suggestions?

Jobs suggested _____

Qualities observed _____

2 WHAT YOU NEED

TRADES WORK



- In 2001, 41,400 Canadians were working as metalworking machine operators – an increase of 77 per cent since 1994. Of them, only 19 percent were women.
- The unemployment rate for aircraft mechanics and aircraft inspectors in 2001 was only 1 per cent – less than the national average for technical, professional, and skilled occupations. That year there were 13,600 workers employed as aircraft mechanics and aircraft inspectors – 88 per cent more than in 1994.
- The percentage of automotive service technicians who were self-employed in 2001 was 14 per cent, a figure that has remained constant since 1994. The percentage of cabinet-makers who were self-employed that year was 26 per cent. The average rate of self-employment for all occupations in 2001 was 16 per cent.
- Excluding those who worked as industrial and power system electricians, 57,900 people were employed as electricians in 2001. This figure represents an increase of 39 per cent since 1994.
- Industrial electricians earn wages that are above average for occupations in the trades, transport, and equipment operations sectors and for all technical, professional, and skilled occupations. Hourly wages for the trade in 2001 were \$22.98, while the national average for all occupations was \$16.91.
- English is an important subject for those wishing to pursue careers in skilled trades, such as electrician and metalworking machine operator.

Statistical source: Job Futures.

For more information, go to www.jobfutures.ca.

EACH OF THESE CAREERS IS A SKILLED TRADE



- | | |
|--|--------------------------------|
| • Appliance service technician | • Electrician |
| • Auto body repair technician | • Electronics worker |
| • Automotive service technician | • Glazier |
| • Baker | • Hairstylist |
| • Brick and stone mason | • Heavy equipment mechanic |
| • Cabinetmaker | • Horticulturist |
| • Carpenter | • Machinist |
| • Cook | • Plumber |
| • Electrical and telecommunications tradesperson | • Small engine repair mechanic |
| | • Welder |

LEARN MORE:

Canadian Apprenticeship Forum: www.caf-fca.org

Human Resources Development Canada: www.hrdc-drhc.gc.ca/hrhb/hrp-prh/english/apprenticeship/apprenticeship_e.shtml

Ontario Ministry of Training, Colleges and Universities:
www.edu.gov.on.ca/eng/training/apprenticeship/appren.html

The Red Seal Program: www.red-seal.ca

Skills Canada: www.skillscanada.com

Network!

Many jobs are available via the hidden job market – that informal network through which peers trade information about unadvertised openings they've heard of, identify candidates, and put the right people in touch with each other.

One of the best ways to access the hidden job market is by networking – making and maintaining contacts with people you meet in all areas of your life. Here are some tips for effective networking.

1. **Brainstorm.** Try to think of as many contacts as possible. They don't need to be close friends.
2. **Prepare.** Practise verbalizing your career goals and work experience. Capture it all in a résumé that you can hand to contacts.
3. **Broadcast.** Let people know you're looking for a job, what your past experience includes, and what type of work you seek.
4. **Be diplomatic.** Do not come right out and ask for a job; this is impolite. Ask contacts for tips or leads that you can follow – ask them to point you in the right direction.
5. **Be professional.** Even if your prior relationship with a contact was personal, when networking, stay professional.
6. **Keep talking.** Talk to as many people as possible. Even if it seems that some contacts can't help you directly, they may know people who can.
7. **Be confident.** Don't be shy. Fake confidence if you need to.
8. **Get out there.** Attend conferences, seminars, or trade shows that relate to your line of work. Keep on learning!
9. **Don't stop.** Network even when you are not looking for a job. You never know what opportunities may arise.



A Day in the Life

8 a.m.

A **time study analyst** at a large wood and upholstered furniture company reviews the results of a study he's completed on a proposed new line of sofas. He makes notes, which he'll use later to sort out piece-work rates and calculate the labour costs to manufacture this furniture. Time to head out to the plant floor: he needs to make some programming adjustments to a polysaw before meeting with the frame-room and sewing-room supervisors.

10 a.m.

A **well-testing operator** calibrates all of the well's meters. The operator will do this three times a day to make sure they stay accurate. Hours later, the operator packs pipe and connects joints of testing pipe on the ground to the well. He pressure tests the pipe to ensure it is free of leaks, then flows the well. A few hours later, he'll return to complete a grinding-out test: he'll remove samples, put them into a centrifuge and break out the solids to determine if they are condensate or sand.

1 p.m.

After lunch, a **train conductor and forewoman** with a Canadian railway communicates with fellow crew members via radio. "Stop. Set. Release air brakes," she says at intervals. She is working in the train yard, coupling (connecting) and uncoupling (disconnecting) train cars, marshalling trains based on instructions issued by the yardmaster. She uses her belt-pack remote-control unit to operate the locomotives.

3 p.m.

A **plastic part designer** at an auto manufacturer sits at her computer making refinements to a design before meeting with the mould designer and mould maker. She consults the material-properties manual to verify a few facts. Once her design is approved, she'll develop a product model, production instructions, and an estimate of manufacturing costs.

4 p.m.

A **salesperson** for the Canadian Tourism Commission in the United States prepares to make a presentation to a conference of 150 American tour operators. She'll be promoting Canada as more than a winter sport and wildlife tourism destination; she'll also tout its world-class sights and attractions, and the exciting nightlife of its cities.

7 p.m.

A **professional driver trainer** completes an in-vehicle trucking lesson and heads into the driving school as pupils pour in for an in-class session. He makes a mental note, telling himself that tomorrow he must review the schedule for next week and make final amendments to and submit his latest program proposal.

9 p.m.

An **acoustics engineer** for an automotive company is finishing a report, due tomorrow, in which he sums up his design advice for a vehicle silencer the company is developing. Before wrapping up for the evening, he writes and sends an e-mail to his supervisor about the results of a noise-suppression test he carried out on another product earlier in the day.

2 a.m.

A **well-site geologist** for an oil company sits in her trailer analyzing the drilling-mud samples just delivered to her by a member of the drilling crew. She's on her third consecutive shift in 24 hours. She adjusts the microscope and repositions the fluorescent light. Analyzing the properties of the mud will help her determine the production potential of the well site. She yawns; time to steal a nap. It's her third day at the site. Tomorrow she'll return home.

Sector Vector

Test your knowledge of industry sectors and learn about some of the interesting jobs available to you. For each job set, choose the appropriate sector number.

1. Advanced wood products processing
2. Engineering
3. International trade
4. Petroleum
5. Plastics
6. Rail
7. Technology
8. Tourism
9. Trucking

- Rail traffic controller
- Signals and communications technician
- Conductor
- Locomotive engineer

- Professional driver
- Dispatcher
- Professional driver trainer
- Transportation safety professional

- Ballast control operator
- Geologist
- Offshore medic
- Seismic shooter
- Wireline specialist

- Assembler
- Cabinetmaker
- CNC machine operator
- Finishing technician
- Product designer

- Air traffic controller
- Bartender
- Food and beverage manager
- Housekeeping room attendant
- Special events coordinator

- Export development consultant
- International free trade specialist
- Import coordinator
- International sales manager
- Senior trade adviser

- Agricultural engineer
- Biomedical engineer
- Computer engineer
- Environmental engineer
- Geomatics engineer

- Material handler
- Mould designer
- Plastics health and safety supervisor
- Quality assurance supervisor
- Set-up technician

- Fire control system technician
- Food chemistry technologist
- Lighting design technician
- Mapping technologist
- Tool and die designer

Answers: 6, 9, 4, 1, 8, 3, 2, 5, 7

For more about these and other occupations in various industry sectors, visit the Alliance of Sector Councils at www.councils.org.

Summer Jobs

PLAN YOUR JOB SEARCH

Job Search Workshops Learn about networking, interviews, and résumés at a job search workshop, available at:

- Career centres or guidance offices in high schools, and at school board offices, colleges, and universities
- Summer Jobs Service (SJS) offices. Get the list of local offices from your guidance office, career centre, or at a Human Resource Centre for Students in the spring; or call the JobGrow Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656)
- Human Resource Centres of Canada for Students (HRCC-S). For the phone number and location of the centre nearest you, call the Youth Info Line at 1-800-935-5555

Job Search Guides The information in *Ontario Prospects* provides a general overview of job search planning. Ask at any of the offices or hot-

lines listed above for other guides, such as *And Finally I Did Get a Job* and *The Edge: On Finding a Job or Creating Your Own and Making the Most of It*.

Summer Programs To learn about government summer programs:

- ask at any of the offices or hotlines listed above
- go to the Youth Opportunities Ontario website at www.youthjobs.gov.on.ca/ and click on Ontario Summer Jobs
- check out federal government programs at www.youth.gc.ca

When to Apply Most summer program applications are available in April, but some are available earlier:

- Federal Student Work Experience Program (FSWEP) – available in the autumn for the following summer, as well as for part-time school-year employment
- Ontario-Quebec Summer Student Job Exchange Program – available in January

THE ART OF Loving Your Job

Not surprisingly, we tend to place quite a bit of importance on our jobs. A job can establish our place in society and define a clear role for us. The best jobs also enable us to achieve both personal and professional goals, particularly when we enjoy our work and can link our career track with personal growth.

Informal surveys show that the following factors make a job lovable:

1. Flexible hours
2. Generous salary and benefits
3. Friendly co-workers and cooperative atmosphere
4. Comfortable, stress-free environment and casual dress code
5. Creative freedom and sense of accomplishment on completing or making progress on a project
6. Interesting co-workers, who have views and attitudes similar to your own
7. Writing opportunities
8. Decision-making responsibilities
9. Sense of accomplishment, of making a difference
10. Opportunity to speak another language
11. Opportunities to help young people
12. Opportunities to teach children, who both learn more quickly than adults and are less likely than them to be judgemental
13. Sense of challenge
14. Opinions invited and respected
15. Learning opportunities
16. Helping the organization achieve its goals
17. Working as part of an integrated team
18. Freedom and autonomy
19. Location
20. Variety of tasks
21. Opportunity to work on a range of projects

As you can see, a range of factors can contribute to job satisfaction and influence career choices. The presence or absence of such characteristics can also determine whether a particular job is likely to meet our personal and professional needs.



COVER LETTER Dos and Don'ts

- **Always address your cover letter to a specific person.** If possible, find out the name of the person in the company who will be doing the hiring. Be sure to spell his or her name correctly. Also, avoid creating a form letter; customize the letter for each position you apply for.
- **Include all your personal information:** name, phone numbers, address, e-mail address. You want to be sure the employer can contact you easily for an interview.
- **Be formal.** Do not address the person you're writing to by his or her first name and avoid slang and contractions (*won't, wouldn't, that's*).
- **Be clear about which position you're applying for and where you heard about it.** Employers may be hiring for multiple positions and you don't want them to become confused about which one you are applying for.
- **Be creative.** Make your intentions clear in your own words. Be sure not to use coloured paper or stationery, as neither look professional. Letterhead is acceptable.
- **Make your qualifications for the position clear to the person reading the letter.** If certain skills are mentioned in the job description, be sure to refer to them in your cover letter.
- **Don't sell yourself short; try not to be modest about your accomplishments.** You only have a couple of paragraphs to persuade the employer to consider you for the position. Show that you know what you're talking about.
- **Keep it brief.** Only mention your most important achievements and skills related to the position. Remember that you can say more in the résumé.
- **Mention your knowledge of the company or industry.** Make the employer think that your decision to apply for the position was intentional, not random. Be careful not to go overboard. Do the research necessary to ensure your information is accurate.
- **Be sure to sign the letter.** This is an important personal touch. Ensure that your name is typed below the signature.
- **Limit your cover letter to approximately three to four short paragraphs.** In the first paragraph make clear which position you are applying for, how you came to know about this position, and why you want to be considered for this job. In the second, write about your experiences and accomplishments, and the skills you have that relate to the position. In paragraph three, request an interview and thank the employer for his or her consideration.
- **Proofread.** Use your computer spell-checker and read your letter over carefully. Consider having someone else proofread it for you as well. Remember that one error can give an employer a bad impression.
- **Always attach a cover letter to a résumé even if it is not requested.** Make your intentions clear.

RÉSUMÉ Dos and Don'ts

- **Keep the résumé brief, clear, and concise.** Employers may take only 30 seconds to determine from your résumé whether or not they will give you an interview. You want them to see right away that you are qualified for the position. Your goal is to make the reader interested enough to want to talk to you in person.
- **Include a header on each page.** This should include your name and contact information. The employer shouldn't have to search for this information in order to contact you.
- **Always put work history and education in chronological order, starting with the most recent.** Your most recent experience is always the most important.
- **Be sure there are absolutely no spelling or grammar mistakes.** Proofread your résumé numerous times. Use the spell-checker on your computer, but don't rely on that alone: get someone else to read it over too. One mistake could give a potential employer the wrong impression.
- **Try to limit your résumé to two pages.** They don't need your life story. Include only experiences and information that are crucial to the position.
- **Use strong action verbs and do not use the word "I".** Under each heading use bullets to list your responsibilities and experiences.
- **Tailor the résumé to suit the position you are applying for.** If you are applying for a position as an accountant, omit details about your work as a classical pianist.
- **Include a section on relevant skills.** These may include computer and typing skills, and languages in which you are proficient.
- **Be honest.** Don't lie about your past experiences or exaggerate your achievements.
- **Do not state your reasons for leaving another position.** Doing so looks very unprofessional.
- **Do not include personal information such as age, weight, social insurance number, or religion.** Your interviewer may make a subconscious judgement that could affect your chances of getting the position.
- **Include references or the statement "References available on request".** Make sure your references are aware you are using them so they're prepared to talk about you. Share a copy of your résumé with them. Try to find references with credentials – past employers, teachers, and professors – as opposed to friends and neighbours.
- **Where possible, use spanning years.** Simply saying that you worked for a company in a certain year could mean that you worked there for the entire year or only for a day.
- **Avoid listing unnecessary information.** If you've graduated from university, you do not need to mention your high school. The same is true for employment experience: you don't need to go all the way back to your days as a babysitter.
- **Always save your résumé for future use.** Although you may want to change it to suit different positions, many aspects of your résumé will remain the same. Keep a copy or save it on your computer.
- **Be formal.** Use formal language and avoid contractions (*can't*, *doesn't*, *it's*), abbreviations, and slang.
- **Pick out key words from the job description and repeat them in your résumé.** If specific skills are mentioned, you want the employer to know you have them.
- **Use a standard font and keep it neat and uncluttered.** Your résumé should be easy to read. Choose a font that looks professional and use 10- or 12-point type.
- **Use your own words.** Do not try to sound smarter or older than you are; such efforts will be obvious to the person reading the résumé. It is better to use simple and plain language.
- **Use word processing programs for formatting.** Many programs provide layouts, so that all you need to do is fill in the blanks.

Mary Spencer
Address
Telephone number
E-mail address

Career Objective
To work in office management and apply my organizational and computer skills to making my business run more smoothly.

Highlights of Qualifications

- Balanced parenthood, full-time school, and part-time work to complete a university degree in three years
- Researched and wrote 25 term papers during university, receiving seven A's and 18 B's
- Achieved a 95 per cent average in my business school program

Education
1997-98 Certificate in management, accounting, and business software applications Amherst Business College, Ottawa, Ontario
1994-97 B.A. in psychology and women's studies Carleton University, Ottawa, Ontario

Work Experience
1991-92 Sales Associate, Cotton Top, Ottawa, Ontario

- Was rated "Most Friendly" salesperson by management
- Provided reliable and knowledgeable service to customers

1991 Cashier, Richmond Plants, Richmond, Ontario

- Handled financial transactions accurately
- Submitted suggestion to improve procedures that increased productivity

Other Experience
1997 Volunteer, Sara's Child-care Centre, Richmond, Ontario

- Re-organized and maintained financial records

Interests
House decoration, reading, skating
References available on request.

SELLING YOURSELF: tips for building a winning portfolio

Portfolios are wonderful tools for selling yourself and showcasing your work. They can be used in a variety of fields, including art, writing, teaching, graphic design, marketing, architecture, fashion, music, acting, and web-page design. Here are some tips for putting together a winning portfolio:

- Include only your best work. Use between 10 and 15 recent examples that show off your skills.
- Provide context for your samples. Briefly indicate the date and significance of each work.
- Show variety in your samples. You want to demonstrate your versatility as well as highlighting your specialty.
- Be sure to include a cover page and a list of your samples for easy reference. You want the employer to recognize who the portfolio belongs to and be able to flip through it easily.
- Never put original works in your portfolio, as you may never get them back. Unless you have multiple originals, just make high-quality copies. If your work appeared in a magazine or newspaper, try to include an actual copy.
- Put your portfolio in a binder. This will make its contents easier to read or look at and help ensure that none of your samples gets lost. Plastic sheet protectors work very well and make it easy to change samples as time passes. Art supply stores sell portfolio books in many sizes.
- Be clear about your contribution to the work. Don't take credit for something you didn't do.
- If possible, consider creating a web portfolio. Be sure that it is accessible to all web browsers and operating systems. Ensure all your links work.
- Before you begin, decide what you are hoping to highlight or show off in your portfolio and think about the best way to achieve this.
- Sell, sell, sell!

INTERVIEW Dos and Don'ts

- **Rehearse.** Practise in front of a mirror or your parents. Now that you've made it this far, you want to improve your chances for a successful interview.
- **Be punctual.** It's better to arrive early than late. Take traffic and parking into consideration and be sure to leave yourself lots of extra time. First impressions are very important.
- **Consider the position when deciding what to wear.** If you are unsure, dress professionally. Don't wear strong perfume or cologne as some people find them offensive and others maybe allergic to them.
- **Arrive at an interview alone.** If you are coming with someone, have that person wait in the car. Do not let them come in with you.
- **Relax.** Act as if you are comfortable even if you're not. Breathe deeply and consider your responses before speaking.
- **Be confident.** Don't be shy about your achievements and skills. At the same time, be sure not to sound conceited.
- **Consider ahead of time some possible questions that could be asked.** Consider your strengths, weaknesses, and biggest accomplishments. Think about why you should be hired rather than someone else.
- **Come prepared** – with an extra copy of your résumé and references.
- **Offer a solid handshake** – make it firm and dry (no sweaty palms!).
- **Don't let odd questions throw you.** Interviewers may ask you a question such as, "If you were a car, what kind would you be?" Always consider the possible significance of the question and answer as honestly as possible.
- **If the question is unclear, don't be afraid to ask for clarification.** You don't want to waste your time and the employer's by trying to answer a question you haven't understood.
- **Study the job description before the interview.** Know what will be expected of you in the job so that you can give examples of experiences and skills related to the position.
- **Look the interviewer in the eye.** Eyes can often say as much as words, if not more. If you look at the floor, you may seem to have something to hide. Avoiding eye contact also shows a lack of confidence.
- **Be aware of your body language.** Remember to smile. Consider how you are sitting or standing. Avoid crossing your arms.
- **Answer questions as accurately and efficiently as possible.** Remember not to ramble and answer only the question that is being asked with the most thorough answer possible.
- **Be professional.** Do not address the interviewer by his or her first name unless you are instructed to do so. Always shake hands with the interviewer at the beginning and end of the interview. Remember to keep the content of your answers professional.
- **Be honest.** Do not lie about your experience or misrepresent yourself.
- **Be prepared to talk about personal experiences that are relevant to the position.** Consider ahead of time any experiences you've had that have a connection with the position you are applying for.
- **Listen.** Take notes if it helps.
- **Be polite.** Don't interrupt the interviewer and don't chew gum.
- **Make sure the interviewer feels in control.** Do not start directing the interview yourself by asking questions too early or going off topic. At the same time, if the interviewer is not driving the interview forward, take some initiative and help move it along.
- **Do not talk negatively about your current employer.** This comes across as very unprofessional.
- **Be ready to ask questions if necessary.** Many employers will end an interview by asking if you have any questions. Don't be afraid to ask about the position or the company.
- **Find out when you can expect a decision.** Don't be afraid to ask about the next step. You can also ask that the employer call even if you do not get the position.
- **If it is a phone interview, remember the interviewer can't see you, so your tone of voice is extremely important.** Try to smile because this will make your voice sound happier.
- **Be sure to send a thank-you letter within a couple of days of the interview.** Ask the interviewer for a business card in order to get his or her job title.

Skills and attributes for career success:

- | | | |
|------------------------|------------------------|------------------------|
| ✓ Teamwork | ✓ Enthusiasm | ✓ Integrity |
| ✓ Flexibility | ✓ Curiosity | ✓ Communication skills |
| ✓ Willingness to learn | ✓ Interpersonal skills | ✓ Self-awareness |
| ✓ Organized | ✓ Reliability | ✓ Patience |
| ✓ An eye for detail | ✓ A positive attitude | ✓ Leadership |
| ✓ Quick-thinking | ✓ Self-confidence | |



3 WHERE YOU CAN GO

CO-OP IN HOSPITALITY



For most people, going to a restaurant is a holiday from work. But being at the Rainforest Café is making senior high school student Candace MacIntosh think more about work. That's because she's there on a co-op placement, and the experience is inspiring her to make career plans and develop skills that will help her achieve her goals.

"I was confused about what to do after graduation, and I saw co-op as an opportunity to learn firsthand about different kinds of careers," Candace says. "I chose a placement at the café because I enjoy cooking and the employer offered me an opportunity to make a direct contribution to the day-to-day operations of the restaurant."

"I like watching cooking shows on television and have always been interested in food preparation, especially the way you can creatively combine different foods and choose from so many cooking styles," she says. "As a result of my co-op experience, I'm planning to study hospitality management at college with the goal of owning my own restaurant one day."

During her placement, café staff have been giving Candace a variety of jobs so that she will have a greater understanding of the industry. Most recently, she's been working in food preparation – including cutting vegetables and bread – and will have the opportunity to prepare sauces.

"I've been placing co-op students in restaurants over the past ten years," says George Chami, director of operations for the Rainforest Café. "I believe more employers in the hospitality industry should participate in co-op because it gives the industry a chance to show students that it's a good business to work in."

"My experience is that co-op students quickly come to appreciate what our industry is about and that about 60 to 70 per cent of placements become full-time employees," he says. "Both students and employers win by participating in co-operative education."

GRAPHIC DESIGN and Printing

As customers pour through the office and employees bustle to meet deadlines, senior high school student Amanda Thomas is experiencing the realities of a demanding workplace. Her co-operative education placement at Digital Propaganda, a graphic design and printing company, is providing her with a practical education in office management. She is quickly learning that managing is a fast-paced juggling act.

Along with shadowing office manager Angela Pagliaroli, Amanda carries out many tasks, including accounting and data entry, and is learning a lot by being immersed in the company's daily operations. She enjoys the flurry of activity at Digital Propaganda. "There seems to be something to do whenever you turn around," she says.

"This placement is showing me how things are going to be in my career. I will be prepared, instead of going into the field overwhelmed by all the work," says Amanda, who will start a three-year accounting program at a local college in the fall.

Angela is gaining as much from the co-op placement as Amanda. "Things get really hectic around here and, if there's something that needs to get taken care of, Amanda can help," she says, adding that she looks for an eagerness to learn, attentiveness, and flexibility in a co-op student.

"As a former co-op student herself, Angela knows what a positive experience a placement can be. 'I enjoyed my co-op position so much and I know that Amanda is getting a lot out of it,' she can be heard saying."

"I will be prepared..."

Teaching is a passion

Teaching, to me, is more than a job, or even a career. It's a passion. It's the type of occupation that is ongoing. Whether I'm canoeing, shopping, or fishing, I'm always thinking of new methods and means of presenting concepts to students. There is always something that can be used in the classroom.

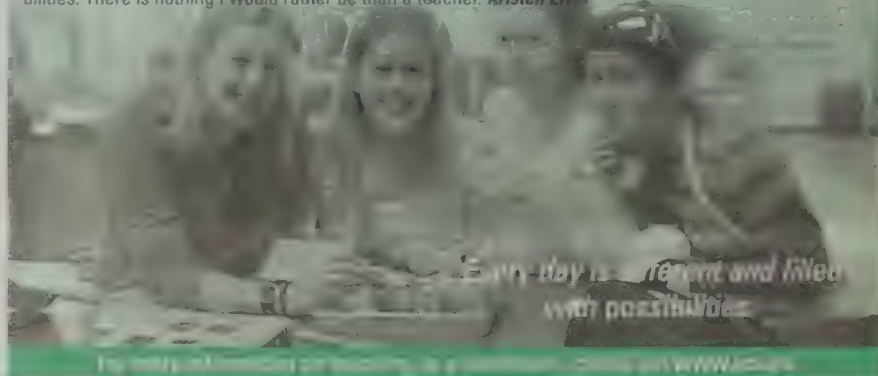
I didn't always know that I wanted to be a teacher. Both of my parents were teachers, so I thought I would do something different – forge new territory. My interest in the outdoors and biology led me to a science degree in ecology and environmental science. After working as a fisheries biologist, I realized that I didn't like the research as much as sharing the knowledge I'd gained. I started working as an environmental educator in the foothills of Alberta and discovered that I not only liked teaching but also that I was really good at it! I headed off to teachers' college and haven't looked back.

I teach at Dryden High School, a four-hour drive from Thunder Bay. Before coming here, I taught elementary school in Ignace, a small community west of Thunder Bay. I moved to Dryden because it's a bigger centre and I wanted to coach high school athletics. I am the senior girls' basketball coach.

Teaching is a very rewarding profession, and the rewards are both small and great. If one more student has understood a concept, connected a concept to herself and her environment, or had her motivation sparked, then it's been a successful and fulfilling day.

When I moved from elementary to high school teaching, I was worried that I would miss the magic of the elementary classroom. It didn't take me long to realize that high school has magic of its own. When students in my Grade 11 biology class enthusiastically dissect a buffalo heart, making connections between it and their own heart, it is thrilling. Many students in this class are now interested in medicine, scientific research, forensic science – even in teaching biology. Guiding students toward postsecondary education and careers is also an exciting aspect of my job.

Teaching is one of the most exhilarating professions there is. Every day is different and filled with possibilities. There is nothing I would rather be than a teacher. *Kristen Elvin*



RIDING THE RAILS WITH CO-OP

My name is Andrew Graul, and I'm a student at Stratford Northwestern Secondary School. This year, I'm in a four-credit co-op placement with the Goderich Exeter Railway (GEXR) in Stratford. I've always wanted to be a railway engineer and entered high school with a plan to that end. When Grade 11 was winding down, I was hard at work calling the railway about a co-op placement. Since it was an unusual co-op request, it took many phone calls to get approval. It has all paid off, though.

I work with the transportation department, riding with the rail crews as they head to CN's Mac Yard in Toronto. My main duty is track maintenance. I patrol the track, looking for loose bolts, broken rails, and anything else in need of repair. I'm always learning something new on the job, such as how to replace broken rails and clean switches clogged with snow.

My co-op teacher, Mark Roth, says, "It's been very rewarding to assist Andrew in pursuing his goal of becoming a railway engineer. His keen interest and hardworking attitude are going to yield him a successful future."

My supervisor, Jack Elliott, says, "It's been a positive experience to work with a determined young man like Andrew. He is focused on a career in the railway and I will gladly continue to give him relevant learning experiences."

Anyone who wants to become a co-op student with a railway must be willing to work in all kinds of weather and be flexible, as the work is never going to be 9-to-5. The most important requirement, though, is a safety-first attitude. When trains are involved, one slip-up and that's it – there's no second chance. Next year, I plan to attend S.A.I.T. (Southern Alberta Institute of Technology) in Calgary, where I will be taking the railway conductor certificate course. *Andrew Graul*



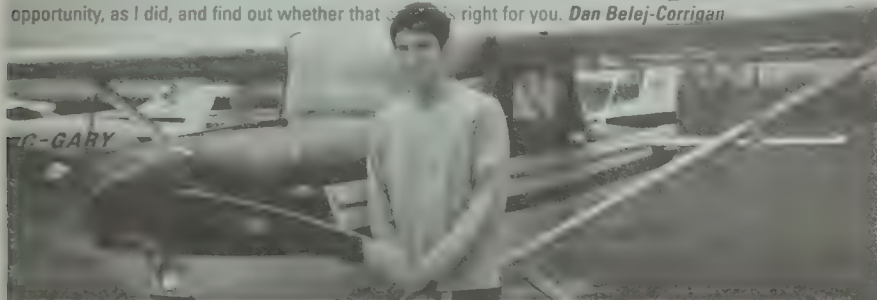
Aviation Co-op

Last year I had one of the most valuable education experiences ever. I enrolled in the co-op program at my high school, All Saints Catholic Secondary School, and obtained a placement as an aviation assistant at the Durham Flight Centre in Oshawa.

Before applying to this program, I had developed an interest in flying and in a career as a pilot. Through this course, I hoped to find out more about the aviation industry and learn what it means to be a pilot. What I didn't expect was having my expectations for the placement surpassed in the first week. In my daily activities, I was able to experience the routines of a flight school firsthand. I worked on administrative and organizational tasks, helped prepare planes for flights, and performed some general maintenance on the planes.

I went further during the placement than I had ever hoped to go. I was able to start the process of becoming a private pilot! I earned my radio licence and began the private pilot ground school course during my co-op hours. Outside of my co-op hours, I started my flight training. The ultimate outcome of my co-op experience was that I learned more about a dream career, and I have the knowledge and information I need to pursue it.

My advice to students who are even remotely interested in a career in which co-op is offered is, take the opportunity, as I did, and find out whether that is right for you. **Dan Belej-Corrigan**



GERONTOLOGY – THE FIELD OF THE FUTURE

"My life changed because I did co-op!" says **Megan McFarlane**, who began her graduating year at Turner Fenton Secondary School in Brampton with no idea of which occupational field she wanted to enter after high school. Wanting a change from the regular school setting, she decided to enrol in the co-op program for her final semester. The next challenge was choosing a work placement that appealed to her.

Becoming a geriatrics activities assistant at Extendicare Brampton, a long-term care facility, changed everything. "It didn't really feel like a job. I loved getting up in the morning to go there. I made new friends and found I made a difference in the lives of the residents. It was extremely rewarding," she says.

Megan began her workday at Extendicare by setting up the daily activity board and wishing all the residents a good morning. After completing the preparations for and conducting two morning group activities, she spent one-on-one time with the residents. This pattern was repeated in the afternoons. Before leaving for the day, she recorded the day's events and discussed them with staff.

Megan says that she didn't have any expectations when she started the placement; she went into it with an open mind. Her willingness to give it a try led to her charting her life's course. She is now in her second semester of the two-year Social Service Worker–Gerontology Program at Sheridan College. "I love working with the elderly," she says, "and feel that I will be successful in this career."

Gerontology programs are preparing students like Megan to become leaders in the field of elder care – a field that's growing because of the increasing number of older adults.

Ute Boone, Megan's co-op teacher, is pleased about her career choice. "It was wonderful to see the residents bask in Megan's joy and caring attention as she guided them through fun activities, and equally wonderful to see her discovering her life's goal."



I have always loved fashion. When I saw that there was a fashion course at the school I'd transferred to, I was very excited. But, much to my dismay, I was told there wasn't any way that I could pass the course because I'd come too late in the semester. Now, most students wouldn't want to stick around after hearing that. I am not "most students"; I have a passion for fashion, and I was determined to stay so that I could learn how to design and sew clothes.

After completing the course, I decided that I would like to pursue fashion as a career. But I didn't know where to start. When I heard about the co-op program in fashion, I couldn't believe my luck. This was exactly what I needed: hands-on experience in the industry to find out if fashion was really for me. I was accepted into the program and given the perfect placement: Isa Designs in Brampton.

This was exactly what I needed.

My favourite part of the placement was designing clothes. It was very exciting to make patterns and watch the material turn into a piece of clothing as I cut and sewed it. On most days that is what I did, along with serving customers and cleaning. Unexpectedly, I was also asked to put together jewellery displays. This was great because it gave me another outlet for my creativity. I also modelled period clothing for customers.

This co-op program has provided me with many skills that are necessary and that put me much further along on my career path. My advice to students interested in fashion is, take advantage of this program. You now know what it's done for me; imagine what it can do for you! **Kelly Farquharson**

Fay Woolley is Kelly's cooperative education teacher at Bramalea Secondary School. She says, "It was a pleasure working with Kelly this semester. She was enthusiastic and willing to work hard and to learn – a co-op teacher's dream!"

WELDING

I spent this semester in a co-op placement at APR Welding Academy in Sault Ste. Marie. I was interested in a placement there because I knew it would be the best chance for me to find out if welding – which I've been interested in since Grade 9 – was the trade for me. I enjoyed my welding classes at Alexander Henry High School, and my time at the academy taught me that what I need to do if I want to continue in this trade after high school is... a lot of work!

At the academy I learned about spooling, weave welding, and using the MIG welder, and I got to know a little about many

other technical skills. I also learned to be prepared before the start of each day with my safety equipment and job checklist. The people at the academy were great to work with. My advice for all students considering a trade: try to spend time at one of the training facilities for the trade because you will learn so much about what's involved.

I still have time to think about my career choices before I finish high school. This co-op experience gave me a good understanding of welding, and it is still one of my top choices! **Karen Powe**

"Karen fit in right away with all the students and the male staff members at the welding academy. She was right at home on the shop floor, and she learned valuable safety procedures and basic work skills," says Tony Schoahs, Karen's co-op teacher.

MAKING A DIFFERENCE

My motto has long been passion, purpose, performance. Having worked for a number of years at top-notch Fortune 500 companies, one of which made a "Canada's 50 best-managed companies" list, I thought my career was on track.

While working as a recruiter at a staffing agency, I'd formed a good working relationship with the Job Gym in Fort Erie, which had earned a reputation for excellence in employment support services. I was impressed by the staff's professionalism and team spirit. They were passionate about their work, and I could see they were making a difference in the community, which was suffering after several large plant closures. They shared a sense of purpose that I could really relate to. There and then the seeds of a new dream took root. I caught myself saying out loud "Wow, would I ever like to work here."

When I later found myself out of work, I thought it was a good time to make a change. I knew that I wanted to go in a totally new direction and leave the business sector. I was considering careers in social services when I remembered my experience with the Job Gym. I decided to go there and see how they could help me plan my career change.

The staff at the Job Gym provided me with a carefully selected blend of information, resources, structure, and support – exactly what I needed to make a career decision. Through the Job Gym I realized important truths about myself – truths about what I really wanted to do with my life. I was surprised both at how many skills I had and that I could use them in new ways. Thanks to the Job Gym, I found my *tulu*, which, in Dene, means "the path you are destined to be on".

Several months, a few workshops, and a lot of hard work turned my dream into reality. I am now a part of the Job Gym team, working as an employment counsellor. I am proud to be a member of this mature and dedicated group. We share the privilege of working with our community members in their quest to find meaningful employment. **Andrea Langlais**

THAT'S JUSTICE

Co-op was the best experience of my life

In June 2003, when I received my high school diploma from Holy Names High School in Windsor, I knew that I would be returning in September for a semester of cooperative education. A smile filled my face as I shook my principal's hand and marched towards my future. I was inspired to do co-op not only because my mother thought that it would be a good experience, but also because the placement was in the field of law – a field I had read a great deal about. I believed that if I got a chance to experience the real legal world, I would know whether I wanted to become a lawyer.

My placement was at the Ontario Court of Justice, where I worked as an assistant to Ms. Lina Busico, the judges' secretary. I didn't know what to expect and was nervous and full of anticipation. During my first few weeks, I felt uneasy because I didn't want to look bad in front of a judge. As time went by, I came to realize that I was able to struggle, strive, fail, and succeed in front of a judge and receive nothing but praise and encouragement, along with the occasional joke, which I had believed judges were incapable of making. I soon became the first person to arrive at the courthouse in the morning, not because I had to, but because I wanted to. Being there made me feel like no other job had ever made me feel. I was so thrilled to be there.

I think it is important to know what career you want to pursue before you enter university because a university education is too expensive to waste. My co-op experience is the reason I now know that I definitely want to become a lawyer. My placement allowed me to enter a place full of dignity and hon-

our. It let me see that on top of becoming a lawyer I want to be an Ontario Court justice. Interacting with the judges and with lawyers has made me realize that they are just like me – normal people with families, friends, pets, and pastimes. The difference is that they took their dream and made it a reality by obtaining the education and experience required to become lawyers and judges. I feel blessed that I worked, laughed, and shared five months of my life with seven Ontario Court justices.

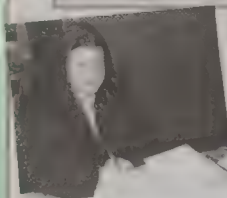
Co-op was the best experience of my life. Looking back at my time at the court, I cannot imagine my life without this experience and can only imagine my amazing future because of it. **Rachel Kwasnicki**

"Cooperative education students today are very lucky to have the opportunity to experience a workplace every day for a scheduled number of hours. The knowledge, opportunity to observe, and hands-on experience they gain often lets them know whether they want a career in that field.

"As secretary to the justices, I have had the opportunity to train many co-op students. This semester, Rachel came to me as a very serious and mature student. She showed a high level of interest, initiative, enthusiasm, and motivation towards her work. She also demonstrated professionalism in a very busy office. She worked well independently and as a team member. I am very pleased to have been a part of her first step towards her goal." **Lina Busico**

"As Rachel's experiential learning teacher, I have watched her raise the bar to new levels. Her performance will be a model for future experiential learning students." **Belinda Borrelli**

Hang In There – You'll find the job you love



Iwent to Job Gym last year to look for a job. I wasn't working and I was pretty frustrated. I was willing to move anywhere for the right job. After all, I was 23 years old and still hadn't found what I was looking for.

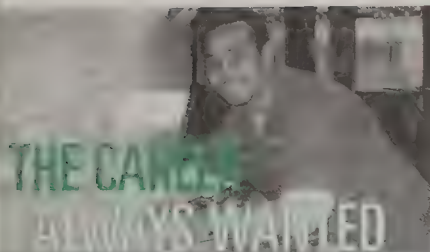
To pay the bills and go to school, I've worked at lots of jobs, everything from maid to manager, and I've found that no matter what job I'm doing or how much it pays, if I'm not happy, it doesn't work out in the long run. I really wanted to find the right job for me this time.

Lucky for me, I met Laryssa Smith, a counsellor at the Job Gym in St. Catharines, and she was a big help to me. She worked with me to make my résumé more professional, helped with how I looked for a job, and showed me how to use the resource centre in my job search. She told me about job openings in the area and set me up with bus tickets when I needed them to get to interviews. She even helped me buy interview clothes and kept in contact with me so that I had all the support I needed.

I worked with Laryssa for about two months and attended weekly meetings to hear about jobs that were available to Job Gym clients. After one of those meetings, Laryssa asked if I wanted to stay for an information session with a woman from the YMCA who was recruiting for the Youth Internship Program, an initiative of the federal public service. This is why I was lucky in having met Laryssa – she was looking out for me.

I am currently working as an intern in customer service with Human Resources and Skills Development Canada in St. Catharines, and I love it. It wasn't easy to get this position. I had to pass a lot of tests and go to special classes to be a candidate. While waiting to hear whether I'd got the internship, I continued to look for work. During this time Laryssa stayed in contact to see how things were going and give me information about other jobs.

Working for the money is not enough – you need to do something that makes you happy and that you love to do. My internship is giving me lots of contacts I can use in the future, and I have a foot in the door for a government job. I am learning many new skills that will help me in other jobs. Even if the internship ends and I don't get a full-time job here, I will have a lot of resources at my disposal. The internship program itself includes help finding another job once the placement ends. So, no matter what the future brings, I will be better prepared for it because of this job and all the great people I have met through the Job Gym and the YMCA. **Crystal Steers**



THE CAR... ALWAYS WANTED

Since I was a kid I have wanted to be a mechanic. But I never got the chance to study automotive repair until Grade 11 when I went to a new school. After I graduated, I looked for an apprenticeship for about a year with no luck. I was running out of money, so I got a job pumping gas. That was a total waste of time. I was a job but not one that was going to get me into an apprenticeship, which is what I really wanted.

Last spring, I called Mohawk College to get help finding an apprenticeship. A representative of the college sent me to the Job Gym. When I got there I met a counsellor named Val. I told her I didn't care what I had to do – all I wanted was a job as an automotive service technician – and I asked her if she could help me. We discussed my goal, and she helped me with my résumé and explained how to look for an apprenticeship in mechanics. She said that I should consider the Job Connect program and set up an appointment for me with Florence, a job developer at Niagara College who works on apprenticeships.

I met with Florence a few times. We talked about what I needed to do to get the job I wanted, and we looked at job postings. One ad was for Sharp's Automotive, a garage in St. Catharines. I went there for an interview. A few days later they called to say they would hire me if I got my certificate in emissions testing. I was so happy. I paid for the course myself and went to Toronto for the training. When I completed it, they hired me – full time. I started at the garage in August of 2003. Val and Florence again helped me by arranging for money from the Job Connect program to buy tools for my new job.

All my hard work has started to pay off. I've got a great placement as an auto technician apprentice. I've been here for about six months now and it's going well. My boss is great – hardworking and a lot of fun. My co-workers are a big help. They've taught me a lot and are becoming good friends.

My employers have said that they're glad to give me this chance because kids like me need the experience. They hired me and agreed to train me instead of hiring someone who already had a licence and experience. I want to thank them for their help and for the chance they've given me.

I finally have a job that I can look forward to getting up in the morning to go to. Thanks to everyone who helped me. **Abu Abbas**



Job Gym is a full-service employment centre serving the needs of young people in four communities in the Niagara Region – St. Catharines, Welland, Fort Erie, and Niagara Falls. Since 1985, we have worked with thousands of young people, helping them to make the transition from school to work by choosing the right career or apprenticeship. Our name says it all, Job Gym – Working Out a Future.

Job Gym is sponsored by the John Howard Society of Niagara, which was established in 1949 to serve residents of the region. Although originally a provider of services for ex-offenders only, the society has branched out and now offers other initiatives, including ones aimed at reducing community members' risk of coming into conflict with the law.

Since 1997 Job Gym has worked with Niagara College to deliver the Job Connect program for the Ministry of Training, Colleges and Universities. During this time more than 5000 young people have come to the centre to find employment and over 2000 have been placed in apprenticeships and positions that include on-the-job training. In addition, we place over 600 students in summer jobs with businesses every year through our delivery of the Summer Jobs Service program.

Our main objective is to assist young people in gaining the skills and knowledge they need to find and keep jobs. The right jobs. Job Gym participants can do this in several ways. In addition to looking at job postings, they can refer to information about careers, the labour market, training opportunities, and job search strategies. All of these are available in our resource area. For those who need more help, Job Gym offers a comprehensive employment assessment and counselling program whereby individuals can, with the support of experienced employment counsellors, clarify their employment goals, develop an action plan, and prepare for employment. Also, if apprenticeship or on-the-job training is the goal, Job Gym and our Job Connect partner, Niagara College, offer job development and placement services.

[W]e know our community.

During the last three years, Job Gym has built on the popularity of the Internet among young people by developing and adding E-Counselling and E-Job Bank to our already popular website. These additions mean that access to our services now extends to the entire region and makes it possible for those without transportation to use them. To have a look at what we have to offer, visit us at www.jobgym.com

While our major focus is helping young people find and keep jobs, we offer a number of additional services. Job Finding Club programs are available to all age groups at our Welland, Fort Erie, and Niagara Falls centres. Our Fort Erie centre, which is co-located with Ontario Works, delivers employment services to residents no matter what their age. We also deliver summer student and labour exchange services with Human Resources and Skills Development Canada. To kick off the summer job search season for students across the region, Job Gym hosts four large job fairs annually in St. Catharines, Welland, Niagara Falls, and Fort Erie. More than 50 employers will be present at this year's fairs. Job Gym clients can also work towards Smart Serve certification – an absolute must for work in Niagara's vibrant hospitality industry – through courses offered in our St. Catharines, Welland, and Fort Erie centres.

At Job Gym, we know our community. We work closely with both of the region's district school boards on school-to-work transition projects, such as the Ontario Youth Apprenticeship Program. In addition to offering the Summer Jobs Service program and job search workshops, we make employment counselling services available to students in schools, including students in alternative programs, and to young people who have left school early or who are in danger of dropping out. Over the past few years Job Gym has also been working in partnership with other community agencies that serve at-risk young people.

To ensure that the needs of community members are being met, we consult with them regularly about our programs and services.

Our vision is simple: working gives you a future, and at Job Gym we can help you work out that future. **Barbara Barrow**

A POSITIVE ATTITUDE

I didn't really know the direction I wanted to go in when it came to a career or education, but I decided to enrol in the co-op program at my school. I had hoped to be placed at a radio station, but other students got those very limited placements. So, I went with my second choice, culinary arts, and I couldn't be happier. I was placed at On the Curve, a restaurant in Mississauga. My experience there has been unforgettable. I've learned so many things, but the most important is that I definitely want to pursue culinary arts as a career.

My co-op teacher, Wally Rawlins, says, "Sarah was eager to start an apprenticeship, so we signed her up for OYAP. She is now employed full time at On the Curve. She has a great sense of humour, academic ability, confidence, and outstanding people skills." Olaf Mertens, the restaurant's owner and master chef, says that I show "tremendous maturity for a young person" and that my greatest asset is my positive attitude.

The best part of my co-op experience has been the people I work with. All of them have taught me so much. When I first began my placement, I expected to be given all the jobs the others didn't want to do. This did happen, but only for the first few weeks. Now, my co-workers have grown to trust me and I'm able to work on the line and help with important jobs, like catering and parties.

My advice for students is, think of a career or a position that you could really picture yourself in and see if it's for you by trying it out in a work placement. If you are lucky enough to get that placement, ride with the challenges it throws your way. If it turns out that you don't enjoy it, at least you'll have found that out now rather than after you've finished a college or university program in it. Co-op is an excellent way to try out programs and roles. One last tip – remember, you're never fully dressed without a SMILE ☺ **Sarah McVety**

ALTERNATIVE SCHOOLS AND PROGRAMS

Jonathan was a senior student in a gifted program at a mainstream high school who felt like a square peg in a round hole. Then he moved to an alternative school, where he now thrives. Jonathan sums up his thoughts about alternative schools this way: "Somewhere between regular high schools and universities are alternative schools: places where you're treated as a responsible individual who wants to learn for the sake of learning, with a minimum of condescension."

In spite of the best efforts of teachers and counsellors to provide programs that give all students opportunities to succeed, a number of students need something different. Alternative schools attempt to address the unique needs of students who have had to struggle to find their place in the mainstream. The struggles can stem from sexual orientation, living in poverty and/or on the street, needing to work, not having two parents, or mental health issues.

Each alternative school, whether elementary or secondary, has its own approach to curriculum delivery, and features a small student population of from 75 to 200, a commitment to innovative programs, and a group of parent and other community member volunteers.

Students often sum up the reason for their success in alternative schools by saying that the school they attend "feels right" to them. This good fit likely owes much to the smaller size of the schools, a factor that makes them more intimate. The more personal learning that can take place in this smaller sphere gives students a greater sense of belonging and of having control. They and the teachers become collaborative partners in learning.

Alternative schools usually produce their own school profiles, including course selection forms. Prospective students apply for admission directly to the schools.

To learn about one innovative alternative school, check out <http://schools.tdsb.on.ca/inglenook/>.

Alternative programs are, by and large, short-term attendance/retention initiatives for students who need to make changes that will enable them to continue their schooling. The programs aim to fill students' academic gaps through credit accumulation and/or to provide social/personal skills development.

Depending on school board procedures, a school counsellor, social worker, or administrator usually refers individual students to alternative programs.



Full Circle

The first step cooperative education students at Cornwall Collegiate and Vocational School take if they're interested in becoming qualified trade professionals is our school's Trades Induction Program (TIP). A five-week practicum at St. Lawrence College, TIP allows students to explore the welding, millwright, and automotive trades. At the end of the five weeks, they begin work placements in the field of their choice.

This year, we had an interesting phenomenon: two of our Ontario Youth Apprenticeship Program (OYAP) students were given work placements with employers who had themselves gotten their start as co-op students.

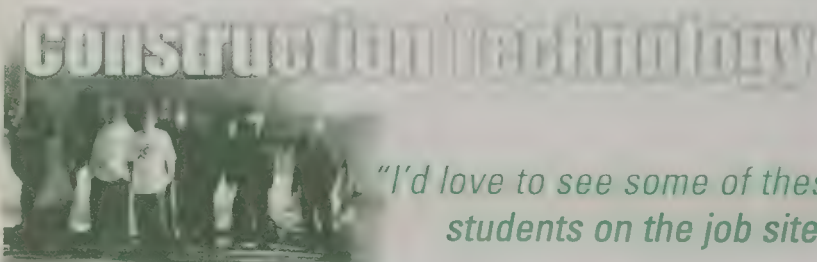
After completing TIP, Scott Poirier, a Grade 11 student, registered with the Ministry of Training, Colleges and Universities (MTCU) as an automotive service technician apprentice through OYAP. His work placement at Mike's Auto Service in Cornwall is something he recognizes is valuable. He also knows that he needs to show initiative at work.

Scott's employer, Mike DeVries, is a successful graduate of the cooperative education program, who finished his apprenticeship training in 1994. He sees cooperative education as a "great way to see if you are interested in a particular trade" and says work placements "offer the hands-on training that is no longer available in high school shops classes". To him, the key to success in the trades is "patience combined with wanting to learn."

Erik Trudeau, who is a Grade 12 student and registered with MTCU as an industrial electrician apprentice, was placed with Rory Buchan, a self-employed electrician. Rory completed a co-op placement as an electrician apprentice seven years ago with a local contractor. He finished his on-school training and became a qualified industrial electrician in 2002. Rory says that the co-op program taught him the basics about the job of an electrician and hooked him up with employers. Now, as an employer, he is happy to share his experience and train new students.

Erik says that his cooperative education placement was an important step in his career and provided the hands-on training he needed. He finished high school in January, continues to work with Rory, and plans to complete his apprenticeship as soon as possible.

Co-operative education is great for students interested in becoming qualified in the trades. One of its many benefits is that students may count their co-op hours towards their apprenticeship hours. Another is that employers are very eager to share their knowledge and expertise with students. Students placed by the employers are, of course, not co-op students, but they have the added benefit of a role model who has travelled the same path. **Kathy Young, Cornwall Collegiate and Vocational School.**



"I'd love to see some of these students on the job site."

"You need money to live and construction is one way to earn it. But you have to enjoy the job too," says Timothy, a Grade 11 student at Emery Collegiate.

Timothy and 14 other students from his school enrolled in a construction technology workplace preparation course last fall. The course gave them unique insight into the residential construction industry and included a tour of a Mattamy Homes construction site and a seminar at the head office of the Greater Toronto Home Builders' Association (GTHBA).

First-year teacher Gregory Alexander and co-op teacher Lesley Shaw say the revitalized construction program at Emery Collegiate combines the requirements for apprenticeship programs stipulated by Local 27 of the Carpenters and Allied Workers Union with those of the high school course. Ultimately, plumbing, heating, and air-conditioning will be included in the course.

The seminar at the GTHBA was a real eye-opener for the students, who learned about profitable and rewarding careers in the construction industry from representatives of Local 27 and the Building and Construction Trades Council. They also heard about the many careers there are in areas related to the industry, including surveyor, appraiser, realtor, lawyer, marketing consultant, mortgage specialist, and land use planner. Students were advised that success in these management and service sector positions often begins with a sound grasp of the technical skills used in the field.

"I'd love to see some of these students on the job site," said Phyllis Gallimore, one of the speakers from Local 27. Judging from the enthusiasm of the participating students, that could happen.

Setting you up for your future

Do you want a satisfying and rewarding career? If so, CITI (Cooperative Education Industry Technical Studies Initiative): Motive Power may be for you. Jonathan Wong thought the program was such an opportunity that he returned to high school for an extra year to take it. Michelle DeCaire thought CITI: Motive Power would be fun. So, when her auto teacher suggested she try it, she says she decided "to go for it!" Josiah Roher says, "CITI is the fastest way to be signed as an apprentice. It enables you to integrate high school and college and, at the same time, get workplace experience through its co-op aspect."

An Ontario Youth Apprenticeship Program, CITI: Motive Power is a two-year, school-to-work transition program that provides specialized skills training for students who want to earn their secondary school diploma at the same time as they begin an apprenticeship leading to certification as an auto service technician, truck and coach technician, heavy duty equipment mechanic, or farm equipment mechanic.

The program is the result of a partnership between members of the motive power service industry, the Toronto District School Board, the Toronto Catholic District School Board, Centennial College, and the Ministry of Training, Colleges and Universities.

Students love the way the program lets them combine their learning at high school with classes at Centennial College and on-the-job technical training. There's also the opportunity for paid employment. One such enthusiastic student is Lanny Muir. "If you are really interested in auto, this is the course!" he says. "You cover the general stuff and then go in depth, getting lots of experience. It sets you up for your future."

Sheryl Freeman, vice principal of Winston Churchill C.I., says that the best thing about CITI: Motive Power is the "unique status it gives the technology subjects. A tech student with abilities that are not traditionally recognized can excel. These students work on highly technical equipment and study the same rigorous theories - such as the one behind compression - as a *baccalaureate* student. This is a program for those who can rise to a challenge."

3 WHERE YOU CAN GO

TRY THE WORKING WORLD!

My name is Jessica Amico, and I am currently working as a mortgage specialist in the Direct Banking Division of BMO Bank of Montreal. I graduated from high school in June 2003.

I attended a secondary school in Toronto that has existed for more than a hundred years and has a reputation for the fact that most of its graduates go on to university or college. I was one of a small number of graduates from my school who decided to take a year off to work and think about their future direction. Fortunately, my future included applying for and, to my surprise, getting a job at the Bank of Montreal.

The decision to go to work immediately after high school was somewhat difficult, but made sense for me. I didn't know what I wanted to do in the short or long term after graduation, and I didn't have the marks for entry into university in what was the extremely competitive year of the double cohort. Now that I am working, I can take some time to think about my career goals, find out what I'm good at in an authentic work situation, and develop skills that will serve me well in the future. I can also save money, travel, and become more educated about the world and what it offers. At this point, I have no regrets about my decision.

My father and mother, who are both highly educated, encourage me to make decisions for myself. They want for me what I think every parent wants for their child – to be the best they can be and to be happy! They both realized that entering the workforce was the best option for me. If I had not had their unconditional support, I think my choice to enter the work world would have made me feel as though I had failed in some way.

When the bank hired me, I was overwhelmed. I was being offered a challenging opportunity and I knew that the position would lead me to think about a career in banking. I feel that if I had gone on to university, I would not have had the head start – both financially and practically – that I am getting now. When and if I do eventually go on to post-secondary education, I will be more focused and really appreciate the time I've had to reflect on who I am and what I want to do. It will not be a headlong rush into something I am not sure I want.

As for now, I am gaining valuable experience because of the challenges of my job and am constantly meeting new people. My job is giving me a sense of accomplishment and responsibility. At the same time, I'm planning for my future, exploring avenues I never knew existed, and discovering more about myself and what it takes to be successful. I am excited to have found a career that I love and that will help me explore my creative and professional potential. **Jessica Amico**

BUILD YOUR Future



The Threshold School of Building in Hamilton is unique in North America. Its story began four years ago. When Bob Hudspeth, an engineer, called together architects, other engineers, and builders like me to mull over ideas about building and teaching. Over the next few years, we did research and made plans. In January 2003, our school opened. We had 22 local contractors who wanted to share their knowledge and skills as teachers and a slate of basic "hands-on" construction and home maintenance courses.

We acquired a neglected home in the city's North End to use as a teaching lab. In it, students learned how to revitalize the house by working with and learning from volunteer trade professionals. In June, a young woman with two children purchased the finished home at a price well below market value.

Our mission statement, curriculum, and operating principles reflect the belief that all people have the ability to build and to design creatively, thoughtfully, and in a way that will reflect their own personal spirit. The Threshold educational strategy is simple and effective. We offer basic skills courses and spend little time in the classroom. Students arrive wanting to get dirty.

I recall the thrill of Nora, who, after having had help landscaping her backyard, finished regrading a poor drainage swell on her own using a pick and shovel. And then there was Bev, who learned basic plumbing repair in an evening and then changed the taps and showerhead in her bathroom, as her incredulous husband looked on. There were also the 11 young people and new Canadians who were able to find work using the skills they'd learned at Threshold and by volunteering at an affordable housing project. Not all of these people could afford our fees, so we either waived them or sought funding for them from agencies such as Ontario Works and Employment Services of Mohawk College.

Threshold has taken its job-training successes and formalized them into a basic eight-week program called Build Your Future, a joint venture with Employment Links, a career resource and placement centre in downtown Hamilton. After taking this program, graduates will find decent work and be immediately useful to any construction crew.

Build Your Future's objective is to give participants the time to get the "little things" right – to be able to see the value in doing things well, as opposed to quickly. Doing things well results in pride in one's work, confidence, and the desire to continue to learn and improve. **Andy Copp**

For more information or to register for courses at the Threshold School of Building, visit thresholdschool.ca or call 905-532-8886.

No Better Reward than VOLUNTEERING

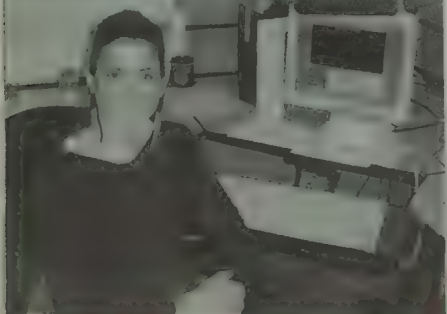
My name is Brianna. I am 15 years old and have been a volunteer at the Avalon Retirement Centre in Orangeville for almost three years.

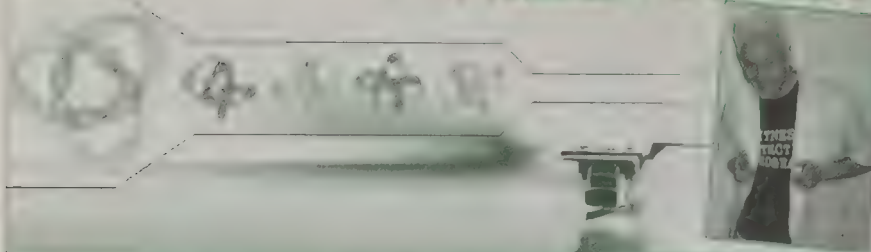
I chose to volunteer in the long-term care sector because this area really appealed to me. I was very close to my great-grandparents who were 92 and 98 years old when they died. I loved helping them out. I know they loved having company and enjoyed sharing their memories with me as much as I enjoyed hearing them. I thought that the residents at Avalon could benefit from having me listen to them and be a friend. These are some of the reasons I chose to volunteer at Avalon.

A typical day of volunteering at Avalon includes making crafts for special occasions, such as Christmas and Easter, and helping with the centre's garden beautification program. I also visit residents one-on-one. Some of them have no relatives living close by, so I substitute for their family and am their friend. I also volunteer at special events, such as corn roasts and fall fairs. One year I was an elf at the Christmas party. I also porter residents to various programs and serve them in the centre's Tuck Shoppe.

It is wonderful seeing what you can accomplish working with the residents. You get a great feeling when you look into their eyes and know you are doing something good for them and making a difference in their lives. In my three years at Avalon I've learned lifelong lessons and have many cherished memories. I like the satisfaction I get from looking back on my past "work" and seeing positive results. When I make crafts for events, I know that my work will be recognized and appreciated. The residents feel more at home when they see a homemade craft. There is no better reward than the smile that something as simple as a craft or a visit can bring to someone's face.

Even though you may feel put off by "having to" volunteer to complete your 40 hours of community involvement, I urge you to do it now. If you wait till the last minute, you'll miss out on having a great time. You might even find when you're finished your 40 hours that you enjoy volunteering as much as I do and you'll keep doing it. **Brianna Bleecker**





CREATING SOMETHING FROM NOTHING

I am a 21-year-old web designer and flash animator living in Toronto. I actually didn't choose this work as much as it chose me. Throughout high school, I was heavily into graphic design, animation, and computers. My plan was – and still is – to pursue a career in computer animation and eventually make video games. In my final year, I took a co-op program to get technical experience. I couldn't get anywhere else. The next thing I knew, I was learning how to make websites at a fledgling web development house. I now work for that company, Wind-Net, and it's my primary source of income. I also have a website, www.eddieenglander.org, on which I promote my work. Animating and 3-D character modelling are my dream goals.

TRAINING

My training has been both formal and informal. I received on-the-job instruction in Macromedia Dreamweaver, Adobe Photoshop, and Macromedia Flash, and read countless books and did Internet tutorials on HTML, graphic design, and animation. The field is constantly changing, so you need to have a passion for the work and the motivation to stay on top of it. If you aren't willing to improve your skill sets, your work gets outdated.

I'm now enrolled in the one-year Computer Animation Program at the International Academy of Design. It runs six days a week and takes from 10 to 18 hours a day, depending on how serious you are. The program covers every facet of the medium for a career in either the film/TV or interactive entertainment (video game) industries, including cinematography and storyboarding, as well as providing instruction in major industry-standard software packages, such as Maya 4.0, an animation program, and Houdini, a video compositing program. Instructors teach you about the tools and how to apply them, and how to address issues, technically and creatively, that arise in the real world. The school emphasizes drive as the key to success, and the instructors teach you to accept nothing but the absolute best from yourself and the people you work with.

MENTORS

My high school communications technology teacher inspired me. She was always there to encourage my talents, even if the existing course content couldn't feed them. She created a course for me through co-op in which I studied materials and then taught other students in a hands-on manner. When I finish at the academy next year, I plan to pay her a visit to express my thanks.

CHALLENGES

Because there wasn't a lot of course material available for this kind of work when I was in high school, I had to find them and study on my own in the four years before co-op. Also, I didn't

graduate from high school – missed it by two credits. Through the co-op program, I was able to show the knowledge and technical skills I had acquired. My portfolio and status as a mature student enabled me to get into the academy.

PRO

I have the ability to create something from absolutely nothing and make it affect someone on an emotional level. The satisfaction that I get from showing a finished piece of work to someone and seeing them get as excited about it as I am is incomparable to anything I've ever felt. It's just amazing.

CONS

It can be pretty draining when great amounts of creativity are demanded of you, ten plus hours a day. Other times, it can be tough when someone rejects an artistic angle you were really pushing. You have to try to be as objective as possible in this line of work, because in the end you're creating things for other people, not yourself.

STRESS

I keep a schedule, a calendar, and 500 Post-it-note reminders nearby. I try to laugh a lot and I have an amazing support group outside of the office. You know who you are!

REGRETS

I should have pushed myself to get those last two credits for graduation. After I complete my program at the academy, I'm going to look into how I can get them. I understand that there are correspondence and online courses that I can complete at the pace that suits me.

ADVICE

Don't avoid doing something because it's off the beaten track. Sometimes you have to push out of the fold in order to get back into it. Listen to people like guidance counsellors and your parents. Chances are they thought like you once and all they want to do is help you get where you want to go. **Eddie Englander**

A World Beyond the classroom

It is Monday, 8 a.m. I enter a two-storey office building that is surrounded by Black and McDonald flags. It is 10 a.m. I step out of a Black and McDonald truck, wearing a pair of safety boots and a hardhat, and head towards a Nav Canada office. It is 3 p.m. I am sitting with fifteen project managers in a boardroom, listening to them discuss strategies for the new year. It is Tuesday, 11 a.m. I am studying algebra in Room 202 at Woburn C.I. For most high school students, this would not be a typical week.

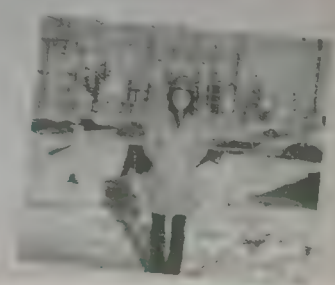
I decided to take a fifth year of high school and spend every other day participating in my school's cooperative education program. I knew I wanted to go into engineering, but I wasn't sure which area of this discipline I wanted to study and what the career options are for the different kinds of engineers. When one of my technology teachers, Spencer Crowder, suggested I consider co-op with Black and McDonald, I thought it would be a perfect opportunity to find out what I needed to know. Black and McDonald is one of the largest contracting companies and has diverse areas of expertise, including millwrighting and electrical, mechanical, and heating/ventilation/air-conditioning systems. On top of that, it offers a variety of services through subsidiary companies.

"She's had experiences in ten months that one would normally only have in ten years."

Stephen McGinn and April Roberts, of the company's human resources department, have put together a comprehensive program that allows co-op students to see the different areas of engineering. The program has taught me that there are a number of things I could do with an engineering degree, but that a degree without hands-on experience is often inadequate for the workplace.

"The co-op program has taken Linda to a world beyond what any classroom can offer. She's had experiences in ten months that one would normally only have in ten years," says Stephen Chan, my technology teacher.

It is important to find out what your interests are and see which professions would support them. Co-op gives you a taste of what the world outside of high school is like and allows you a glimpse of what you could be doing every day for the rest of your life. On the other hand, co-op can help you find out that what you imagined to be your ideal job may, in fact, not suit you – something you'd never have known if you hadn't sat in front of a computer entering figures at an accounting firm or faced children in a classroom. Take the opportunity to explore your options now – before you go to university for something you haven't thought through and that could be a waste of time and money. My decision to stay in school an additional year has allowed me the time to think about what I really want to do, and this co-op experience has shown me what I can do. **Linda Tao**



3 WHERE YOU CAN GO

Nursing is a varied and vibrant profession with unlimited growth opportunities. To find out why, read the following stories about young nursing students and professionals. Also, check out www.rnao.org.



Independence as a NURSE PRACTITIONER

For Aaron Medd, becoming a nurse practitioner was a natural extension of his work in Northern Ontario. Between 1996 and 1998, he worked in the remote communities of Attawapiskat and Pikangikum. Typically, nurses in remote areas have more autonomy and responsibility because they may be one of only a few health-care providers in the area.

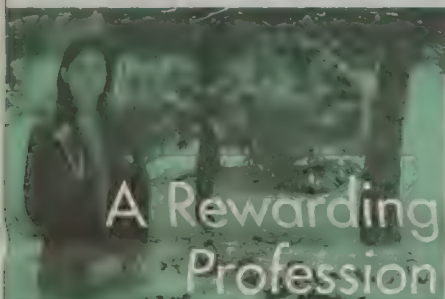
"I just loved the work," Aaron says. So, in 1999, he decided to get his primary care nurse practitioner certificate. Nurse practitioners are registered nurses who, because of additional education, can prescribe some medications, order lab work and certain kinds of diagnostic tests, and diagnose diseases and disorders.

"I really like having more independence in making decisions regarding people's care. That's a big thing," he says.

A typical day for Aaron, who is now a primary care nurse practitioner in Kitchener-Waterloo, consists of seeing patients at a community health centre and working with other health professionals, such as dietitians and physiotherapists, to supplement patient care. Following up with patients who have chronic diseases is also a major part of his work.

"It's not an easy career by any stretch," Aaron says. Still, he says that nursing was the best choice for him. "If you want to discover the world through your work, nursing is a great career."

Being male in a traditionally female career has presented Aaron with an additional challenge – dealing with those patients who assume he is either a doctor or becoming one. Aaron thinks more men should get past the stereotypes and consider careers as registered nurses or nurse practitioners. If they did, he thinks they would be pleased to discover the variety and satisfaction these professions offer.



Rishma Bhanji always knew she wanted to be a registered nurse. Even though she was encouraged to become a doctor, she knew that the personal interaction with patients that nursing offers made it the right career choice for her. "I've always enjoyed helping people," she says.

After graduating from Ryerson University's nursing program, Rishma started working in internal medicine at the Toronto General Hospital, which was where she had completed a student placement. She still works there today. While her job, which includes 12-hour shifts, can be very demanding, Rishma loves it.

"I chose nursing because I knew that as a nurse I'd always be learning something and never be bored," she says. "It's a rewarding profession."

The opportunity to work with a team of health-care professionals, including doctors and physiotherapists, also fuels Rishma's passion for nursing. "We're all up to speed on what everyone is doing for the patient," she says. "Everyone is working together for the same goal, and that's to make the patient better."

"Seeing a sick person a little bit happier – that's probably the best thing about my job," she says.

Looking ahead, Rishma says she would like to work with patients in other areas, such as emergency care and mental health and addiction. Her ultimate goal, however, is to share her passion for nursing with future generations of nurses as an educator. She hopes to begin her master's in nursing in the fall.



KEEP YOUR MIND OPEN

Fourth-year nursing student Irene Koutsoukis was inspired to pursue a career in nursing when she was in the sunny tropics, far from her hometown of Sudbury.

After completing a biology degree at Queen's University, Irene travelled to Costa Rica with Youth Challenge International. There she helped build an aqueduct and a health centre for indigenous people, and taught local residents about water-borne illnesses.

"I didn't know what I wanted to do after I graduated from Queen's, and it was in Costa Rica that I decided I would go into nursing," Irene says. After returning to Canada, Irene enrolled in the nursing program at Laurentian University.

At Laurentian, Irene has enjoyed helping patients overcome life-threatening illnesses and go on to lead full lives. "You get to meet some really phenomenal people," she says.

Irene hopes to work in international health policy development after graduation in May 2004. She is eager to combine her commitment to patient care with the political activism she is currently engaged in as president of Nursing Students of Ontario, an interest group of the Registered Nurses Association of Ontario. She is interested in working with the World Health Organization (WHO) to advocate for access to high-quality health care around the world. "I think my dream job would be president of the WHO."

"You get to meet some really phenomenal people."

She also plans to complete her master's degree in nursing, either part time while working or on a full-time basis. Irene says this kind of flexibility is inherent in nursing and one more aspect of what makes it an ideal career choice.

"You can do pretty much anything you want with nursing – just keep your mind open to all the possibilities," she says.

A MIX OF APPLIED & ACADEMIC LEARNING

My name is Jennifer Fleming, and I am a second year student in the Brock University-Loyalist College Collaborative Nursing Program, from which I will graduate with a B.Sc.N. degree in 2006. I am looking forward to a nursing career in obstetrics or public health.

I decided to enrol in nursing because it's a dynamic career with endless opportunities. I chose a collaborative program for the smooth transition it offers – going from high school to college and then university, instead of going directly to university from high school.

Collaborative nursing programs also offer an excellent blend of practical application, provided by community colleges, and the academic foundation they get from their university component. One of the major reasons I chose the Brock-Loyalist program is that it enables students to study and practise in two entirely different health care systems. We are able to see nursing and health care provided on a smaller scale here in the Quinte Region during our first two years and then, in our third and fourth years, we will study and practise in the Niagara Region's larger health care system.

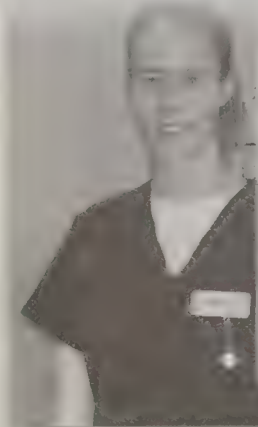
[I]t's a dynamic career with endless opportunities.

This type of collaborative program makes sense for another reason. Although a three-year community college diploma in nursing is at present all that's required to practise nursing in Ontario, this will change very soon. The Ontario Government has announced that beginning in 2005 graduating nurses must have a degree in nursing from a university.

Additional benefits of the Brock-Loyalist program are that it allows you to learn and practise what you learn in both a rural and an urban setting, and you have great freedom and lots to choose from when picking electives in your third and fourth years at Brock.

One disadvantage of the program is that after our initial two years in Belleville we must completely pack up and move to St. Catharines. Another aspect that is contentious for some is that, although we are paying university-level tuition throughout the four-year program, we are not getting all that a university has to offer, such as labs and other facilities, during our first two years at Loyalist.

In my opinion, the benefits of a collaborative program, however, far outweigh any drawbacks. My advice to students is, if you are interested in nursing, like the idea of learning at two different institutions, and would enjoy the mix of practical training and academic study, a collaborative nursing program is for you! **Jennifer Fleming**



Destined to Wear Cotton Scrubs

When I was just 14, I witnessed my first labour and delivery. Since that day I've known I was destined to wear cotton scrubs. Now I am finishing my third year of the four-year Bachelor of Science in Nursing Program, offered jointly by the University of Ottawa and Algonquin College, and thinking about my future as a nurse.

I will be graduating with the class of 2005 – the first ever to graduate from this new collaborative program. I have experienced its positive and negative aspects. I knew there would be obstacles along the way, but I also knew that this was a unique educational opportunity to come together with classmates and teachers and, as a team, work out the program's problems and enhance it for those who will follow. I've had previous student experience in a university setting and find that there is no comparison between the lecture format and the environment at Algonquin College, where my class consists of only 25 students. This small size allows us to make connections and friendships with classmates and with the teachers, all of

whom are encouraging, supportive, and approachable. The program also gives students full

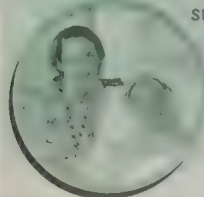
access to both the University of Ottawa and Algonquin College campuses, including their facilities and electives.

Being a nurse opens doors to a variety of career opportunities. If you are adventurous, you can go to remote areas of Canada – or anywhere in the world – to work. If you like adrenaline rushes, you can work in emergency, on helicopters, or in an intensive care unit. If you're drawn to anatomy, you can work in surgery. Overall, if you like health sciences, teaching, learning, and people, then nursing is for you.

Entering this program was one of the best decisions I've ever made. The program has given me opportunities to sample many different career choices within nursing. I have found the program to be flexible, holistic, challenging, and exciting. But, most of all, it's made me learn things about myself that were life changing. I now know how to think critically and understand the meaning of morals and ethics, as well as having gained a deeper respect and appreciation for life and humanity.

My goal is to work in labour and delivery, obtain a master's degree, and, who knows, maybe in a few years I'll spice things up a bit and work in an ER.

Kristina Davis



in the workplace

After graduating from Queen's University with a bachelor of science degree, I wasn't sure what I wanted to do with it. I was offered a job at Shalom Village, a long-term care facility in Hamilton, but was hesitant at first. Once I started, though, my trepidation was quickly replaced with enthusiasm as I came to know about the challenging and rewarding jobs available in long-term care. The variety of opportunities surprised me – as did the work environment, which I'd expected would be drab. It was anything but. I met caring professionals of all ages who were enjoying rewarding careers in health care, food services, recreation, housekeeping, laundry, chaplaincy, and administration. In this compassionate and supportive work environment, I was able to learn from, and create lasting friendships with, colleagues, residents, and their families. I value the lessons I learned in my relationships with the residents. They encouraged me, enhanced my confidence, and helped me gain a better sense of myself.

As a policy analyst and finance clerk at Shalom Village, I developed an in-depth understanding of the dynamic world that is long-term care. I was tremendously fortunate to be part of a group of unique and talented individuals working together to improve the lives of residents and the wider community. My work in long-term care has shaped my future. I am now studying towards a master's degree in epidemiology at the University of Edinburgh, with the goal of working in health care policy development and in research aimed at enhancing the lives of the residents who call long-term care their home. **Sarah McDowell**

Ontario has more than 600 long-term care homes. Living in them are approximately 77,000 mainly elderly and frail residents. The homes, located in cities and towns throughout Ontario, are often the largest employers in less-populated rural areas. The sector, which has expanded by 20,000 beds since 1998, provides a range of employment opportunities, from jobs in health care and programs to clerical, administrative, maintenance, and technical positions. To learn more about career options in long-term care in Ontario, go to

Ontario's College Graduates: MAKING THEIR MARK

More than a million of Ontario's success stories are graduates of its colleges. Designers, builders, technologists, and technicians are just some of the professionals who have graduated from the colleges and who make our world work every day. The province's publicly funded colleges offer the highest-quality programs, including those leading to jobs in professions that are in the highest demand. Flexible and up-to-date, the colleges and their programs are designed to keep up with changing times

Strengths of Ontario's Colleges

- The new applied bachelor's degree, a rigorous, four-year program, offering the benefit of practice combined with theory
- Market-responsive programs that meet high academic standards
- Dynamic learning environments supported by industry-standard technology
- Programs that provide the communication and critical thinking skills employers want today
- Partnerships with leading industry players
- Training in skills that are internationally recognized
- Instructors who are experienced and connected to the real world of work
- Hundreds of career choices
- High rates of employment for graduates – 100 per cent from many programs have jobs within six months of graduation

Quick Stats About Ontario's Publicly Funded Colleges

- 24 colleges of applied arts and technology and one institute for applied health sciences
- 850 learning sites in 200 communities across Ontario
- More than 2400 program choices in almost 600 subject areas
- 150,000 full-time and approximately 570,000 part-time students every year
- More than one million successful graduates

Find out more at www.ontariocolleges.ca

FIRE PROTECTION TECHNOLOGY



A high school guidance counsellor told me that graduates of Seneca's fire protection technology programs were getting jobs. Employment was my main concern when I was looking into postsecondary education. Fire protection seemed like an interesting field, and I liked the fact that graduates had other options than becoming firefighters.

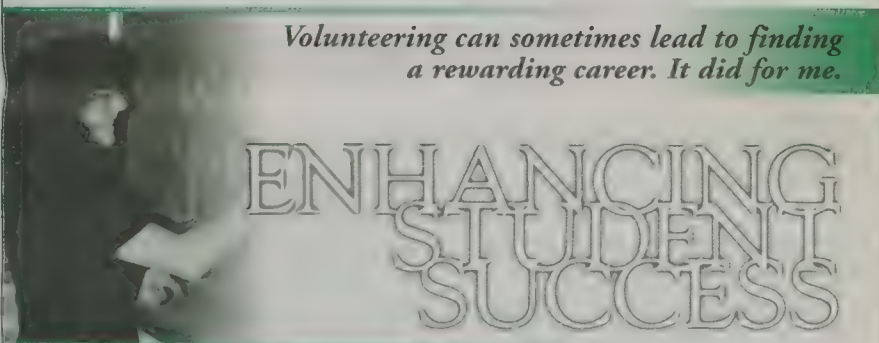
I enjoyed the diversity the program at Seneca offered. It was interesting to take courses with students from other programs. Intramural sports was a fun part of my college experience. Our program's hockey team, of which I was a member, competed against teams from other programs.

After the first year, our class got smaller and we became a cohesive group. We helped each other and had fun. At the same time as kinship developed among us, so did our desire to protect people from the devastation of fires. This desire is the essence of the bond that unites fire protection staff throughout departments and around the world.

I had sound general skills and knowledge on graduation. The program trained me well for my first job.

Today, as district chief of fire prevention for the West Command of Toronto Fire Services, I supervise a staff of 27 who are all dedicated to preventing fires in this city. The mandate of those who work in fire prevention is enforcing fire-related legislation, educating the public about fire safety, and reviewing the fire protection aspects of construction projects. In my position, I also have input into developing policies and deciding how they will be implemented. The bottom line, though, is that my job is to prevent fires. **Glenn Misiurski**

Volunteering can sometimes lead to finding a rewarding career. It did for me.



I had volunteered for about six years at the elementary school my children attended. Staff members there suggested I look into taking the Education Assistant Program at Conestoga College. After debating the idea with myself for a while, I enrolled. I graduated from the two-year, part-time certificate program with honours in June 2000.

Soon after enrolling, I became employed as a supply educational assistant with the Upper Grand District School Board on a part-time basis. Being able to apply what I was learning to my job and vice versa was a rewarding experience. College enhanced my preparation for full-time employment and supply assignments exposed me to new settings. They really went hand in hand.

The best things about the program were the way knowledge was shared among the students and instructors and the supportive network we became for each other. The program broadened my views of life in general and increased my confidence.

After about a year as a part-time worker, I became a permanent employee.

Generally, I work with students and teachers to enhance the success of students, addressing any problems students have that are getting in the way of their learning. Help can take the form of reading to them, discussing their problems, or explaining what they are supposed to be learning. I may also assist them in organizing their binders and their homework.

When I help a student understand something and see that gleam in their eye that tells me I've reached them, I feel wonderfully rewarded. It happens at least once a day and that's why I love what I do. **Darcel Bates**

BUILDING A FOUNDATION WITH CARPENTRY

For as long as I can remember, I've wanted to be an architect. I knew that carpentry would build a strong foundation for architecture, so while I was still in high school, I started a carpentry apprenticeship, working after school and on weekends.

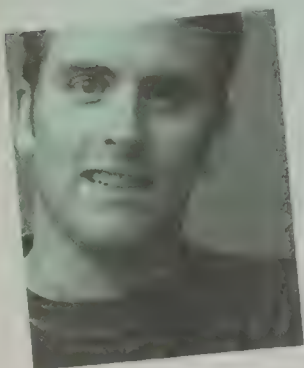
I knew that I needed a university education to become an architect, but university focuses on theory and design, not on how to make things, which is something I believe you need to know how to do before you can design and innovate. So, after high school, I enrolled both in the Carpenter Apprenticeship Program at St. Lawrence College and in architecture at the University of Waterloo.

What I liked most about my college experience was the hands-on approach to making things and learning skills and techniques from teachers and master craftsmen. I also enjoyed the interaction with my peers.

After graduating from the carpentry program, I completed bachelor's degrees in architecture and environmental studies at the University of Waterloo. Under NAFTA, I was then able to study in an exchange program with Mexico on a full scholarship. After receiving a diploma from the Universidad Nacional Autónoma de México, I went on to design projects worth over \$100 million in Mexico City. For the last four years, I have worked as a design and project manager for Mill and Ross Architects Inc.

I am certain that I have only accomplished what I have because of the foundational knowledge and skills I gained at St. Lawrence College.

If you're considering a trade, I recommend learning it at an Ontario college. There are many great job opportunities for graduates because of the shortage of skilled tradespeople. The public perception of skilled trades is that the jobs pay little and the work is done in dingy, cold, and rough environments. The contrary is true – the jobs are well paid, the workplaces are well organized, and the work itself is very rewarding. In the construction industry, skilled tradespeople are as important as those who conceive the ideas – they're the ones who turn those ideas into reality. **Jason-Emerly Groën**



The program helped me find my niche in life, and I became more self-assured.

Entertainment Administration



I couldn't decide if I wanted to take early childhood education, journalism, or entertainment administration at college. So, I wrote the names of each program on a piece of paper, put them in a hat, and picked one.

I enrolled in the two-year Entertainment Administration Program at Durham, the only college in the province to offer it. Law, production, communications, promotions, fundraising, marketing, and facility management are some of the subjects that make up the program. These courses give students a broad base of knowledge and a chance to develop and expand their own talents.

I liked my professors because they never talked down to the students. They would go the extra mile to ensure that a student understood the material. Each of them had real-world experience and distinct teaching methods.

Although my professors were the most significant part of college, I would have to say that the production course was a particularly fun and valuable learning experience. One of our assignments for the course was to put on a show at a local club and take care of every aspect of the event, from auditioning talent to producing the show.

The program helped me find my niche in life, and I became more self-assured.

Today, I own my own company – Eclectic Events International. The program gave me the tools I needed to be self-employed. I wouldn't trade my occupation for anything. **Carolyn Luscombe**

College Is First-Class

In my final year of high school, I only applied to business programs at universities. My chances of being accepted were slim, given my grades in calculus. When I was turned down by the universities, I was left with no plan and entered the job market without any training. I accepted a one-year contract position with a federal agency, but quickly grew tired of the monotony of filing, answering phones, and arranging travel for others. I began to think about lifelong learning and how further education could help me improve my employment and economic chances. I wanted to do something for myself, so I enrolled in college.

I had once thought applying to a college program meant settling for a second-class education. I now know better. My college education made me sharpen my thinking skills and enhanced my knowledge and abilities. Being a college student gave me the chance to get valuable work experience in interesting summer jobs that I wouldn't otherwise have been hired for.

My professors at Conestoga College helped me to get where I am today – full-time employment as president of Conestoga Students Inc., the college's student association. In my job I deal with students, college administrators, and governments on the complex issues that are important to students.

Going from an average of 65 per cent in high school to 85 per cent in college didn't happen overnight. But it couldn't have happened without great professors, great classmates, and great experiences. In my third year, I picked up extra credits and completed two diploma programs at once. I graduated at the top of my program with enough community, academic, and college achievements to receive the Program Advisory Committee's Achievement Award. I also received scholarships for outstanding contribution and dedication to the student association.

In my job with the association, I have developed a new corporate governance model and have reorganized staff and student roles. I have also worked on developing college policy with regard to academic recognition and quality assurance.

Was college the right decision? Yes. It has unlocked a reservoir of knowledge, skills, and abilities in me that I didn't know I had. Employers should know that a college education is a first-class education that produces confident, skills-based graduates. Needless to say, it even helped me dramatically improve my math marks. Thanks, Conestoga! A lifelong learner, **Justin Falconer**

STUDENT

[College] has unlocked a reservoir of knowledge, skills, and abilities in me that I didn't know I had.

Summer Company PROFILES

Paintbrush

Last summer 16 year-old **Elizabeth Boutette** realized that there was room in Kenora for a house painter willing to do small jobs. Housing market activity had increased over the past five years, and many of the local contractors were not only booked well into the summer but were also not accepting small jobs. This created a gap that Elizabeth wanted to fill.

Elizabeth did very well in her first summer of operation, exceeding her sales targets and developing a reputation for quality work. She planned to continue the business through the fall – at least to the extent her busy school schedule would allow. The success of her business was a direct result of hard work. She has no regrets: "By participating in the Summer Company program, I have become more independent and confident about what I can accomplish in the future."



targeting small businesses that required an Internet presence on a limited budget and had already lined up a number of prospective clients through personal contacts. However, he soon found out that prospective clients don't always translate into actual clients. In order to be successful, Matt would have to learn how to market to prospective customers and make cold calls.

Matt's mentors proved to be an indispensable resource. They demonstrated sales skills to him that they'd learned in their own experiences and provided suggestions tailored to Matt's venture. "The mentoring group was incredible," Matt says. "Their advice was absolutely priceless and I don't know how to thank them enough." After landing a couple of contracts, he found it easier to market himself. By the end of the summer he had a number of websites in his portfolio and was planning to continue his business on a part-time basis during the school year.

Summer Dance

Melissa Kelly, a student at the National Ballet School, was eager to teach traditional and modern dance techniques to students in Timmins, her hometown. With the help of Summer Company, Melissa offered workshops aimed at two age groups, 8- to 11-year-olds and 12- to 15-year-olds, that featured ballet, hip-hop, and body conditioning. She also gave private lessons to students who wanted more specific training.

Melissa's workshops were received with great enthusiasm, and she was kept very busy, teaching and inspiring the next generation of dancers. By the end of the summer, she was pleased at having accomplished all of her goals: experiencing being her own boss, making a profit, and having fun.



update their websites. With the plan and the product in place, what Christopher needed was a marketing strategy.

With guidance from the local Small Business Enterprise Centre and a community mentoring group, Christopher learned how to effectively promote his business and services. By the end of the summer, he'd landed a large contract to develop an e-commerce website for a fabric retailer and was adapting his software for this application. Christopher plans to continue with his venture and has the big goal of making his software product the best in the world.

Day Camp

Jennifer Fergusson's day camp for 6- to 12-year-olds in Perth kept her busy throughout July and August. Her camp offered participants a range of events and activities, and Jennifer worked hard to keep things fresh for those who attended throughout the summer. After accompanying participants during a long day of hiking, swimming, bowling, touring a mine, or learning a martial art as a counsellor, she would often return to her office to keep on top of bookkeeping and other management tasks.

Jennifer, a University of Guelph student, admits she was not completely prepared for the amount of paperwork she had to face. But she took it all in stride – even having to quickly learn about human resources management when she realized that the success of her venture depended on hiring two counsellors to assist her.



Purple Productions

When **Matt Schmid** started his website design company in Niagara Falls, he thought he was in pretty good shape. He was

Cakes-4-Kids



Over the summer, **Angela Pope** learned the importance of marketing and creating great customer relationships. Her company, Cakes-4-Kids, in Belleville, supplies round, rectangular, and character-shaped cakes, in a wide variety of flavours, baked and decorated to order. According to Angela, it was difficult initially to attract customers, but with persistence and enthusiasm she got her business up and running. Once she had a few satisfied customers, word of mouth and referrals brought in more.

Although business was slow over the summer, Cakes-4-Kids received numerous orders in the fall and in early 2004. Angela is happy with her entrepreneurial experience and feels she accomplished all of her objectives. What she learned will likely serve her well in her future career. She plans to become a funeral director and possibly open her own funeral home.

Summer Company MENTORS

The Summer Company program owes a great deal of its success to the volunteer mentors who generously give their time and expertise to guide participants as they pursue their entrepreneurial dreams.

Mentors support, encourage, and inspire the students in the program, as well as giving advice, providing contacts, and sometimes just listening. They don't make decisions for the participants, but they can help them solve problems and tap into talents they didn't know they had. It's a tall order, but the mentors are more than up to the task.

Summer Company mentors come from across Ontario and represent a variety of professions. Lawyers, accountants, entrepreneurs, bankers, and consultants – to name just a few – devote their time and energy to making the program a success by nurturing the talents of our future business leaders.

The following are snapshots of three of the program's many exceptional mentors.

Donna Taylor

and her husband own the Blyth Apothecary, located in Blyth. They began running their business in 1992 and know firsthand the kinds of challenges entrepreneurs face.

"Working with the mentor one-on-one allows the student the opportunity to discuss their difficulties and successes in private," she says. "The program allows students to learn about all aspects of running a business, while also learning a lot about themselves."

Donna became involved in the program as a result of her work with the Huron Business Development Board. Now in her third year as a Summer Company mentor, she says, "I have enjoyed the experience very much and will be more than happy to assist again next year. All the students were passionate about their businesses and worked very hard to reach their goals for the summer."

Stephen Wong

of Markham-based ESM Group Inc., appreciates the challenges faced by the Summer Company participants. He faces many of them himself as president and founder of his company and partner and founder of eTrainingRoom, a distance learning development company.

An important element of Stephen's strength as a mentor is the seriousness with which he approaches the task. "All of the mentors in Markham treat the summer companies as real, viable businesses. That's important."

Stephen has been a mentor for three years and thinks this experience has given him insight into which companies will succeed over the summer. "You can't select participants based on the business plan alone. The attitude and degree of confidence displayed by the student during the interview are quite important."

Stephen is impressed by the seriousness with which these young people are pursuing their business dreams and enjoys working with them. "I have always enjoyed teaching, and being a Summer Company mentor is a way of teaching. But it's not so much teaching a skill as an attitude – how to be entrepreneurial and a good businessperson. It's a way of helping the next generation."

Donna Hilsinger

, president of Algoma's Water Tower Inn in Sault Ste. Marie, has been in the hospitality industry for close to 30 years. What led to her work with Summer Company was being asked to judge a high school business plan competition, a request that arose because of her involvement in the Sault's Enterprise Centre.

Donna has found that one of the program's most important aspects is "that it gives the kids a chance to take their ideas and think them through by writing a business plan. Then they get some experience – with a lot of help and their own hard work – in learning how to take that plan and turn their vision into reality."

Having completed her first year as a mentor, Donna says she enjoyed the experience and "would most definitely participate in the program again". She believes Summer Company has rewards for everyone: "It's wonderful to be able to share my skills and knowledge and learn from the energy and ideas of the kids."

General Studies

For the last couple of years, the General Studies Division at Fanshawe College has been like a second home to me. I cannot walk down the halls of the college without seeing professors who have taught me or students I've spent long study sessions with. The most important aspect of the General Arts and Science Program is its complete flexibility and numerous course options. I am currently in my sixth consecutive semester at Fanshawe. The courses that the General Studies Division offers in the summer provided me with many intriguing options and the ability to fast-track my diploma.

Bring on the real world.

All of my instructors challenged me to see the world differently and to make a difference. I took courses in philosophy, psychology, politics, English, computers, and current events. Now I am pursuing a postgraduate certificate in corporate communication and public relations.

Whatever you're looking for, you will find it in General Studies at Fanshawe. I am confident that come graduation I'll be saying, "Bring on the real world." With the knowledge and skills I have because of my time at Fanshawe, I'll get that job – and be the best candidate for it. **Jenn Klaus**

A Chance to Shine

Terry Fortier wasn't enjoying school very much. He was in Grade 11 at Smooth Rock Falls Secondary School when he applied to the co-op program. I am a co-op teacher at the school. Something about him made me want to take a chance. Enabling him to work with his hands, outside the school environment, could make all the difference, I thought. He had a keen interest in construction, so I decided to link him up with the town's one and only cabinetmaker.

Terry's motivation grew exponentially as he attended his placement every day. Although he was a little timid at the beginning, he quickly became a skilled woodworker and his confidence greatly improved. He earned two credits in his first placement, but, more importantly, he realized that this was what he wanted to do.

In discussing his future with me, Terry considered OYAP [the Ontario Youth Apprenticeship Program]. He needed one more English credit to qualify. He completed it in summer school and, in September, he enrolled. This program dramatically changed Terry's life. He earned his last four credits, which allowed him to graduate – something that at one point he didn't think would ever happen. He earned over \$5000 as a high school OYAP student and found an employer who loved his work.

Immediately after graduation, Terry was hired by his co-op employer as a summer student. This was just the beginning of what is now a whirlwind career. Terry has in recent years applied his cabinetmaking skills at the West Edmonton Mall, at science labs in Windsor and hospital labs in Thunder Bay, and completed similar jobs in Ottawa, Toronto, Montreal, Oakville, and London.

When I think of Terry as a student at risk of not graduating and look at what he has accomplished in the last few years, it amazes me. It makes me very thankful that we, as high school co-op teachers, can make such a difference in students' lives. All Terry needed was a chance to show what he could do, an employer to give him the opportunity, and the motivation to make it happen. Congratulations, Terry. You really are an inspiration. **Tammy Belanger-Lamothe**



A GREEN LIGHT TO SUCCEED

Tim Gibson was looking at the want ads in his local newspaper when he saw a notice for an orientation session for the Pre-Apprenticeship Automotive Service Technician Program at Niagara College. The program, funded by the Ministry of Training, Colleges and Universities (MTCU), offers participants academic upgrading to the minimum entry requirements for the trade they are interested in, trade preparation, Level 1 of the in-school portion of the apprenticeship training for the trade, and a 40-day, on-the-job work placement.

Tim decided to apply. The program offered all that he wanted: a secure future, and the opportunity to upgrade his education and work on cars. "When Niagara College called me to say I was accepted, it was great news," he says.

Tim successfully completed all components of the 40-week program and even received two awards on graduating, one for leadership and the other for best applied skills. Autoland Chrysler in Niagara Falls was Tim's work placement employer. It was a new experience for both parties, as Tim was the dealership's first apprentice.

"The Pre-Apprenticeship Training Program is a win-win situation for us," says Stewart Graham, Tim's supervisor. "It's not easy to find people like Tim, who are skilled and have an aptitude for the trade."

Tim is committed to finishing Levels 2 and 3 of the in-school component of his apprenticeship training at Niagara College and becoming a licensed automotive service technician. "There are some great benefits to the program – more than a good job and good pay," Tim says. "It's given me more confidence and opened up new horizons."

Asked if he would have changed anything, Tim says, "Yes, I would have applied sooner. But now I've been given the green light to succeed through this training and I'm going for it."

MTCU funds the delivery by community colleges and private and community-based trainers of pre-apprenticeship training programs in a variety of skilled trades throughout Ontario. To find out more, call the JobGrow Hotline at 1-888-562-4769 or (416) 326-5656.

Vision FOR THE FUTURE

Six Nations Polytechnic (SNP) has the responsibility, as an institution of the people of Six Nations, of offering its students an education that ensures its languages and culture survive. It must also provide education that enables our people to survive in both its people's world and the world outside it.

SNP is located in the heart of the Six Nations community in southwestern Ontario. It offers programs in early childhood education, pre-health science, palliative care, pre-technology, and many other areas. In 1993, an articulation agreement was arrived at between the polytechnic and McMaster, Brock, Guelph, Waterloo, and Wilfrid Laurier universities, whereby university programs would be delivered to SNP. Articulation agreements also have been made between SNP and Lambton, Niagara, and Sheridan colleges, as well as with Trent University and the Mohawk-McMaster Institute for Applied Health Sciences. In 2003, SNP celebrated its tenth anniversary and the grand opening of its new facility.

Since its opening, SNP has grown and developed, but always kept in mind the success of its students. Today, its graduates are teachers, social workers, early childhood educators, entrepreneurs, computer

technicians, lawyers, doctors, midwives, and economic development officers, to name just a few.

SNP recently formed a partnership with the Six Nations Health Sciences Focus Group. The focus group was formed to address the need for health professionals in First Nations communities. SNP and members of the group realize that developing long-term goals and a comprehensive, holistic strategy requires alliances with other First Nations and their health organizations, and with governments, post-secondary institutions, and the private sector. The main long-term goal of both the group and SNP is to increase the number of health professionals graduating annually from SNP by 2020. Two specific targets are to have 30 physicians and 60 nurses graduate in that year.

To begin meeting this challenge, SNP will be offering the Practical Nursing with Aboriginal Communities Program in November 2004. This diploma will be offered jointly by SNP and the Mohawk-McMaster Institute for Applied Health Sciences. **Pam Skye**

For more information, visit <http://snpolytechnic.com>.

TAKE A CHANCE WITH CO-OP

Sabona, hello. I came to Canada from Bulawayo, Zimbabwe, two years ago. I am a high school student and in a cooperative education program. I have been in two marketing-related co-op placements. Both have had a great impact on my occupational choice. I feel lucky because in Africa co-op is not an option for high school students.

For me, cooperative education has been a tremendous experience. Not only has it strengthened my skills and increased my employability but it has also changed my perspective on the world of work. Previously, when I'd thought of jobs, I imagined long hours, tedious tasks, and sitting in front of a computer all day.

As I was eager to find the "perfect" placement, I met with five different employers. With each interview, I became more excited about the co-op program. In both of my placements, the first month consisted of training. Gradually, I acquired more skills and confidence and was able to work independently. Before long, my days were non-stop. Of my many responsibilities, the most important and enjoyable to me were updating websites and applying the marketing concepts I was learning in the classroom and at the placement. I also learned the importance of accuracy, organization, and professionalism as I obtained and entered confidential sales figures, interacted with management personnel and the public, and performed routine, yet important, clerical duties. With the support and guidance of my co-op supervisor, I gained the confidence to try new tasks and not be frightened at the thought of making a mistake.

Nicole Young, who supervised me at one of my placements, says, "Being an employer in a co-op program means having enormous impact on the students. You're helping to create a path to a young person's future."

Before my placements, I'd been planning a career in accounting. But the co-op experience let me explore a different path and now I'm altering my educational course. In June 2004, I will receive my OSSD. I plan to take a year off to work and save money for college and keep being inspired by my goals and dreams.

I am thankful to Mrs. Ann MacDonald, the head of student services at Hill Park Secondary School in Hamilton, the Hamilton Teachers' Credit Union, and the Lime Ridge Mall administration staff for helping me experience the fascinating world of marketing.

To my fellow students I'd like to say, experience as much as you can. Be open to new ideas and willing to participate in the things that scare you the most. *Hamba kuhle, go well. Rita Giga*



4 HOW YOU CAN GET THERE

Getting your OSSD or equivalency certificate

TVOntario's Independent Learning Centre (ILC) offers people of all ages the opportunity to earn their high school diploma or equivalency certificate

Distance Education Courses

- The ILC offers over 30 high school credit courses.
- Students study at a distance, and can start a course at any time and complete it at their own pace
- Assignments can be submitted by mail or via the Internet using the ILC's e-Journal
- The ILC supports students with learner services and online resources, such as Ask a Teacher, which offers live help from certified teachers, five evenings a week.

General Education Development (GED) Testing

- The GED testing program enables adults 19 and older to obtain an Ontario High School Equivalency Certificate
- GED testing sessions are scheduled throughout the year in several locations across the province

For more information:

Visit	www.ilc.org
Call	416-484-2704 (Eng), 416-484-2722 (Fr) or 1-800-387-5512 (Eng), 1-800-265-0454 (Fr)
Fax	416-484-2754
E-mail	learner.ilc@tvontario.org
Write to	Independent Learning Centre P.O. Box 200, Station Q Toronto ON M4T 2T1

CareerMATTERS

Part of the ILC site, CareerMATTERS offers help and direction to anyone who wants to chart his or her path through high school and beyond. The website is a free online resource that helps with all stages of education and career planning. Visit CareerMATTERS at <http://careermatters.tvontario.org>.

TVOntario



COLLEGE-UNIVERSITY Transfer Guide

"After graduating with a B.A. in communication studies and sociology from York University, I continued my studies by enrolling in corporate communications at Centennial College, which has a transfer agreement with York," says Nadia Norcia, who graduated from Centennial in 2001 and now works as a public affairs officer at Sunnybrook and Women's College Hospital. "The training I received at Centennial was a good lead-in to what I would be doing in the workplace, and my internship made me more confident about my skills."

"I needed the university degree, but college gave me the experience I also needed. The marriage of the two forms of postsecondary education helped me get my job," says Stacey Blundell, who earned a B.Sc. in biology and a college diploma in industrial hygiene.

"It helped me learn all the skills that put me in the job I have now."

"Taking the Seneca program was the best idea I ever had," says Rob Linden, who graduated in 2002 from the Creative Advertising Program, offered jointly by the college and York University. "It helped me learn all the skills that put me in the job I have now," says Rob, a brand manager at Procter and Gamble. "It forced me into two different types of learning. At York, you experienced 'the traditional academic, philosophical, theoretical, and analytical'. At Seneca, the style is very hands-on and solution-oriented. I've come to see that the experiences I had in these schools have allowed me to become a master of my trade – virtually unstoppable!"

Although their fields of study differ, what these graduates have in common is that their postsecondary education included college and university, a growing trend in our increasingly competitive, knowledge-driven economy.

To find information about collaborative programs and transfer agreements between Ontario's colleges and universities, you don't have to pore over countless calendars or search the websites of individual

institutions. The Ontario College-University Transfer Guide at www.ocutg.ca is a searchable, online database that provides all the information in one place.

Launched in 1998 by the College-University Consortium Council (CUCC), the guide contains detailed information about collaborative programs and transfer agreements, organized by institution, region, and area of study.

Since its inception in 1996, the CUCC has pursued its mandate to "facilitate, promote and coordinate joint education and training ventures" among Ontario's 24 colleges and 19 provincially assisted universities, including the Ontario College of Art and Design. In doing so, it has accommodated a growing demand for both college and university credentials.

"The number of postsecondary options in Ontario is increasing exponentially," says Liz MacLennan, CUCC's interim director. "Students need information they can count on to maximize the amount of credit they will receive for their previous learning. The transfer guide tries to fill that need."

The CUCC spearheaded the creation of the guide to provide a resource for students who want to explore options for combined college/university study. Ontario's colleges and universities regularly update the guide, which currently contains detailed information on more than 208 agreements, including those for concurrent, degree-completion, accelerated/intensive, and joint/integrated programs. Users of the site can search for programs and transfer agreements by college or university, type of program, geographical area, or key word. The site also includes information about the policies of individual institutions with respect to transfer credits.

"Students need to know their options so they can make the most informed decision and choose the program that's the right fit," says Liz. "We hope that the transfer guide will provide the information that will help them to make that decision."

Visit the transfer guide website at www.ocutg.ca.

New Apprenticeship Program

The Co-op Diploma Apprenticeship Program is a new program that allows students in Ontario to work on both a college diploma and apprenticeship certification. At the start of the program, participants are registered both as apprentices and as community college students.

In September 2004, Colleges of Applied Arts and Technology will begin delivering the Co-op Diploma Apprenticeship Program for the trades of cook and the six precision machining and tooling trades – general machinist, machine tool builder and integrator, mould maker, pattern maker, tool and die maker, and tool maker – at campuses across the province.

How does the program work? Co-op diploma apprenticeship programs will be approximately three to five years long, depending on the trade and on how individual colleges offer the in-school components of their programs. They may, for example, consist of three in-school and two on-the-job sessions. Student-apprentices will be hired by employers for the co-op portion of the program and receive their on-the-job apprenticeship training from certified journeypersons, while being paid. In most cases, student-apprentices will be released from

employment to attend in-school sessions, but, in some trades, the in-school and on-the-job training sessions may run concurrently so that the student-apprentices can continue their paid employment. Part-time, evening, or e-learning sessions may take the place of in-school instruction during the final on-the-job training session. Each program will include at least two business or entrepreneurship courses

Once all the in-school sessions are completed and the graduation requirements are met, the student-apprentice will receive a college diploma. By that time, they will also have completed all of the in-school requirements for the apprenticeship trade. Following completion of the remaining mandatory on-the-job skills training, the student-apprentice will be eligible for a certificate of apprenticeship, as set out in the Apprenticeship and Certification Act, and can challenge the certificate of qualification exam for that trade.

For more information about the Co-op Diploma Apprenticeship Program, including where programs will be offered, call the JobGrow Hotline at 1-888-562-4769 or (416) 326-5656.



WEBSITES * ONLY A CLICK AWAY

CAREER EXPLORATION

Career Gateway
http://www.edu.gov.on.ca/eng/careet/

Ontario School Counsellors' Association
http://www.osca.ca

Ontario WorkinfoNet, or OnWIN
http://www.on.workinfo.net.ca/

Alliance of Sector Councils
www.councils.org

CanadianCareers.com
www.canadiancareers.com

Canadian Council on Rehabilitation and Work (for people with disabilities and employers of people with disabilities)
www.workink.com

Career Directions
www.careerdirectionsonline.com

CareerMATTERS
http://career.matters.tv.org

Human Resources and Skills Development Canada – Essential Skills
www15.hrdc-drtc.gc.ca

Job Futures
www.jobfutures.ca

Jobs, Workers, Training and Careers
www.jobetc.ca

Mazemaster
www.mazemaster.on.ca

Making Career Sense of Labour Market Information
www.makingcareersense.org

National Canadian Association of Skilled Trades
www.promotingskilledtrades.com

Ontario Job Futures
www.ontariojobfutures.net/

Quintessential Careers
www.quintessentialcareers.com

SalaryExpert.com
www.salaryexpert.com

Skills Canada
www.skillscanada.com

Statistics Canada
www.statcan.ca

VECTOR (Video Explorations of Careers, Transitions, Opportunities, and Realities)
www.vector.cfee.org/

Youth in Motion
www.youth-in-motion.ca

COURSES

CampusProgram.com
http://campusprogram.com/canada

Canadian Virtual University
www.cvu-uvc.ca

CanLearn Interactive
www.canlearn.ca/

DistanceStudies.com
www.distancestudies.com

Education@Canada
www.educationcanada.cmec.ca

Independent Learning Centre
www.ilc.org

Ministry of Education / Ministry of Training, Colleges and Universities
www.edu.gov.on.ca

Ontario College Application Services
www.ontariocolleges.ca

OntarioLearn.com
www.ontariolearn.com/

Ontario Universities' Application Centre

www.ouac.on.ca/

SchoolFinder.com
www.schoolfinder.com

Study in Canada
www.studyincanada.com

STUDENT LOANS AWARDS AND GRANTS

Canada Student Loans Programs
www.hrdc-drtc.gc.ca/en/gateways/nav/top_nav/program/cslp.shtml

National Student Loans Service Centre
www.canlearn.ca/nsls/

Ontario Student Assistance Program (OSAP)
http://osap.gov.on.ca

ScholarshipsCanada.com
www.scholarshipscanada.com

StudentAwards.com
www.studentawards.com

JOBS

Association of Universities and Colleges of Canada – Youth International Internship Project
www.aucc.ca/programs/intprograms/index_e.htm

Canadajobs.com
www.canadajobs.com

Canadian Forces Recruiting
www.recruiting.forces.gc.ca/

CareerClick.com
www.careerclick.com

Career Edge – Canada's Youth Internship Program
www.careeredge.org

CoolJobsCanada
www.cooljobsCanada.com

Exchanges Canada
www.exchanges.gc.ca

Job Bus Canada
www.jobbus.com

Job Connect
www.edu.gov.on.ca/eng/training/cepp/cepp.html

JobSearch.ca
http://jobsearch.ca

JobShark
www.jobshark.ca

Monster.ca
http://jobsearch.monster.ca

National Job Bank
www.jobbank.gc.ca

Ontario Government Jobs
www.gojobs.gov.on.ca

Ontario Internship Program
www.internship.gov.on.ca

Persons With Disabilities Online
www.pwdonline.ca

Public Service Commission of Canada
www.jobs.gc.ca

Skilledtrades.ca
www.skilledtrades.ca

Telecommuting Jobs
www.jobs.com

WorkinfoNet.ca
http://jobsearch.workinfo.net.ca

Workopolis.com
www.workopolis.com

Youth Opportunities Ontario (includes summer jobs)

www.youthjobs.gov.on.ca

Youth Path
www.youth.gc.ca

STARTING A BUSINESS

Canada Business Service Centres
www.cbssc.org

Canadian Innovation Centre
www.innovationcentre.ca

Canadian Youth Business Foundation
www.cybf.ca

EnterWeb
www.enterweb.org

Junior Achievement of Canada
www.jacan.org

Mentors, Ventures and Plans (for young entrepreneurs)
www.mvp.cfee.org

Ontario Business Connects
http://www.cbs.gov.on.ca/obc/english/4TJTBS.htm

Strategis
http://strategis.ic.gc.ca/engdoc/main.html

ABORIGINAL PEOPLE

Aboriginal Business Development Online
www.aboriginalbusiness.on.ca/

Aboriginal Business Service Network – Ontario
www.cbssc.org/ontario/ABS/ABSmain_e.html

Aboriginal Human Resource Development Council of Canada
www.ahrdcc.com

Aboriginal Institutes' Consortium
www.aboriginalinstitute.com

Aboriginal Recruitment Coordination Office
www.arco.on.ca

Aboriginal Youth Network
www.ayn.ca

Assembly of First Nations
www.afn.ca/

Career Place – Native Women's Association of Canada
www.careerplace.com

EmploymentFlyers.org – Aboriginal Programs (YMCA, Toronto)
www.employmentflyers.org/flyers.html?type=8

Gezhtoojig Employment and Training – Sudbury
www.gezhtoojig.ca

Grand River Employment and Training (GREAT) – Ohsweken
www.greatsn.com/

Indian and Northern Affairs Canada
www.ainc-inac.gc.ca/

Miziwe Biik Aboriginal Employment and Training – Toronto
www.miziwebiik.com

Native Career Magazine
www.nativecareer magazine.com/

Ontario Native Affairs Secretariat
www.nativeaffairs.jus.gov.on.ca/english/onas.htm

Say Magazine
www.saymag.com

Yves Landry Award Winner

On November 13, 2003, the Greater Essex County District School Board was presented with the prestigious Yves Landry Award for Outstanding Youth Apprenticeship Program for its metal trades Ontario Youth Apprenticeship Program (OYAP). This program, which has been in place for more than 15 years, has produced a total of 446 apprentices in the precision metal trades. In 2001, through an awards program administered by the Conference Board of Canada, it also received a Royal Bank Partners in Education Award. Currently there are 72 young men and women enrolled in the program.

To enter this program, participants must be 16 years of age at the start of the school year, have completed Grade 10 with 16 credits, and be enrolled full time at a high school. They must also have demonstrated a genuine interest in the metal-cutting trades, have a positive attitude and a strong work ethic, and make a two-year commitment to the program.

OYAP participants are registered as apprentices with the Ministry of Training, Colleges and Universities. The program begins with six months of full-time school attendance, is followed by 12 months of paid on-the-job training, and ends with another six months at school. Participants complete the Level 1, common core, courses of their apprenticeship training at a community college in these two years. At the end of this period, and if they are successful in their studies, participants receive their Ontario Secondary School Diploma and an OYAP diploma. Having completed the Level 1 courses, graduates can proceed to Level 2 of the in-school portion of apprenticeship training.

During their 12 months of supervised workplace training, participants are paid, receiving at least the minimum wage at the start. In addition, they accumulate hours and skill competencies that count towards their apprenticeship qualifications. Participants also benefit from gaining familiarity with the demands and responsibilities of employment by completing daily log sheets, adhering to company health and safety regulations, and following a training plan developed specifically for them that includes a code of conduct.

For more information about this award-winning program, please contact the Greater Essex County District School Board at 519-255-3200 or go to www.gecdsb.on.ca.

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following:

- High school/college/university career centres (guidance offices, school libraries, computer labs)
- Public libraries
- Human Resource Centres of Canada for Students (HRCC's)
- Employment Resource Centres (ERC's)
- Not-for-profit community agencies
- Job Connect offices
- Business self-help offices and municipal small business resource centres (see your Blue Pages)
- Family members or friends

If you need help finding federal and provincial government facilities, see "Summer Jobs" on page 7.

*These website addresses were in effect when *Ontario Prospects* went to print.



4 HOW YOU CAN GET THERE

POSTSECONDARY EDUCATIONAL INSTITUTIONS AND OPPORTUNITIES IN ONTARIO

Your guidance office and your local library have university and college calendars

COLLEGES www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave
Ottawa, Ontario K2G 1V8
Admissions: (613) 727-0002
Registrar: (613) 727-4723, ext. 5021
Toll-free: 1-800-565-4723
<http://www.algonquin.on.ca>

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: (705) 566-8101, ext. 7300
Toll-free: 1-800-461-7145
<http://www.cambrian.on.ca>

Canadore College of Applied Arts and Technology
100 College Dr
Box 5001
North Bay, Ontario P1B 8K9
Phone: (705) 474-7600, ext. 5123
<http://www.canadore.on.ca>

Centennial College of Applied Arts and Technology
P.O. Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll-free: 1-800-268-4419
<http://www.centennialcollege.ca>

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: (705) 560-6673
Toll-free: 1-800-361-6673
<http://www.boreal.on.ca>

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: (519) 748-5220
<http://www.conestogac.on.ca>

Confederation College of Applied Arts and Technology
1450 Nakina Dr
P.O. Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: (807) 475-6110
Toll-free: 1-800-465-5493
(Ontario and Manitoba)
<http://www.confederation.on.ca>

Durham College of Applied Arts and Technology
P.O. Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: (905) 721-2000
Registrar: 1-800-461-3260
<http://www.durhamc.on.ca>

Fanshawe College of Applied Arts and Technology
P.O. Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: (519) 452-4100
<http://www.fanshawec.on.ca>

George Brown College of Applied Arts and Technology
P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll-free: 1-800-265-2002
<http://www.gbrownc.on.ca>

Georgian College of Applied Arts and Technology
One Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: (705) 728-1951
<http://www.georgianc.on.ca>

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6622
Toll-free: 1-800-268-4867
<http://www.humberc.on.ca>

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: (613) 742-2483
Toll-free: 1-800-267-2493
<http://www.lacite.on.ca>

Lambton College of Applied Arts and Technology
1457 London Rd
Sarnia, Ontario N7S 6K4
Phone: (519) 542-7751
<http://www.lambton.on.ca>

Loyalist College of Applied Arts and Technology
P.O. Box 4200
Wallbridge/Loyalist Rd
Belleville, Ontario K8N 5B9
Phone: (613) 969-1913
Toll-free: 1-888-569-5478
<http://www.loyalstc.on.ca>

Mohawk College of Applied Arts and Technology
Fennell Ave. and West 5th
Box 2034
Hamilton, Ontario L8N 3T2
Phone: (905) 575-1212
<http://www.mohawc.on.ca>

Niagara College of Applied Arts and Technology
300 Woodlawn Rd
Welland, Ontario L3C 7L3
Phone: (905) 735-2211
Admissions: ext. 7618
<http://www.niagac.on.ca>

Northern College of Applied Arts and Technology
Highway 101 East
P.O. Box 3211
Timmins, Ontario P4N 8R6
Phone: (705) 235-3211
<http://www.northernc.on.ca>

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W
Windsor, Ontario N9A 6S4
Phone: (519) 966-1656
Admissions: (519) 972-2759
<http://www.stclairc.ca>

St. Lawrence College of Applied Arts and Technology
King and Portsmouth
Kingston, Ontario K7L 5A6
Phone: (613) 544-5400
<http://www.sl.on.ca>

Sault College of Applied Arts and Technology
P.O. Box 60
443 Northern Ave
Sault Ste. Marie, Ontario P6A 5L3
Phone: (705) 759-6774
Toll-free: 1-800-461-2260
<http://www.saultc.on.ca>

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-5050
<http://www.senecac.on.ca>

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, Ontario L6H 2L1
Phone: (905) 845-9430
<http://www.sheridanc.on.ca>

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: (705) 749-5530
<http://www.flemingc.on.ca>

AGRICULTURAL AND OTHER COLLEGES

Collège d'Alfred
C.P. 580
31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: (613) 679-2218
<http://www.alfredc.uoguelph.ca>

Kemptville College
830 Prescott St., Box 2003
Kemptville, Ontario K0G 1J0
Phone: (613) 258-8336
<http://www.kemptvillec.uoguelph.ca>

Michener Institute for Applied Health Sciences
Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: 416-596-3177
<http://www.michener.on.ca>

Niagara Parks Commission School of Horticulture
Admissions
P.O. Box 150
Niagara Falls, Ontario L2E 6T2
Phone: (905) 356-8554
<http://www.niagaraparks.com/nature/school.php>

Ridgetown College of Agricultural Technology
Director
120 Main St. East
Ridgetown, Ontario N0P 2C0
Phone: (519) 674-1500
<http://www.ridgetownc.on.ca>

UNIVERSITIES and OCAD

www.ouac.on.ca
For information on admission requirements, programs, fees, and residences, contact:

Algoma University College
1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: (705) 949-2301
Toll-free: 1-888-254-6628
<http://www.auc.ca>

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: (905) 688-5550
<http://www.brocku.ca>

Carleton University
1125 Colonel By Drive
Ottawa, Ontario K1S 5B6
Phone: (613) 520-7400
Toll-free: 1-888-354-4414
(Ontario and Quebec)
<http://www.carleton.ca>

Collège dominicain de philosophie et de théologie
96 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: (613) 233-5696 or
..... (613) 233-5697
<http://www.collegedominicain.com>

Collège universitaire de Hearst
C.P. 580
Hearst, Ontario P0L 1N0
Phone: (705) 372-1781
Toll-free: 1-800-887-1781
<http://www.univhears.edu>

University of Guelph
50 Stone Road East
Guelph, Ontario N1G 2W1
Phone: (519) 824-4120
<http://www.uoguelph.ca/>

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: (807) 343-8110
Toll-free: 1-800-485-3959
(Ontario, Manitoba, Saskatchewan)
<http://www.lakeheadu.ca>

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
Phone: (705) 675-1151
Toll-free: 1-800-263-4188
<http://www.laurentian.ca>

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: (905) 525-9140
<http://www.mcmaster.ca>

Nipissing University
P.O. Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: (705) 474-3450
Toll-free: 1-800-655-5154
<http://www.unipissing.ca>

Ontario College of Art & Design
100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
<http://www.ocad.on.ca>

University of Ontario Institute of Technology
2000 Simcoe Street North
Oshawa, Ontario L1H 7L7
Phone: (905) 721-3111 ext. 3137
Toll-free: 1-866-844-UOIT (8648)
www.uoit.ca

University of Ottawa
550 Cumberland St.
Ottawa, Ontario K1N 6N5
Phone: (613) 562-5800
Toll-free: 1-877-868-8292
<http://www.uottawa.ca>

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
Phone: (613) 533-2000
<http://www.queensu.ca>

Royal Military College of Canada
P.O. Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: (613) 541-6000
<http://www.rmc.ca>

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
<http://www.ryerson.ca>

Saint Paul University
223 Main St.
Ottawa, Ontario K1S 1C4
Phone: (613) 236-1393
<http://www.usstpaul.ca>

University of Toronto
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2011
<http://www.utoronto.ca>

Trant University
1600 West Bank Drive
Peterborough, Ontario K9J 7B8
Phone: (705) 748-1011
Toll-free: 1-888-739-8885
<http://www.trentu.ca>

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
Phone: (519) 885-1211
<http://www.uwaterloo.ca>

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
Phone: (519) 661-2111
<http://www.uwo.ca>

Wilfrid Laurier University
75 University Ave. W
Waterloo, Ontario N2L 3C5
Phone: (519) 884-1970
<http://www.wlu.ca>

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: (519) 253-4232
Toll-free: 1-800-864-2860
(Ontario and Quebec)
<http://www.uwindsor.ca>

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-2100
<http://www.yorku.ca>

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North: Distance Education and Training Network
If there is no listing for Contact North in your local telephone book, call
1-800-561-2222, go to
www.cnorth.edu.on.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters
1139 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: (807) 344-1616
Fax: (807) 344-2390

Northeast Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: (705) 560-2710
Fax: (705) 525-0136

OntarioLearn.com – a consortium of 22 English colleges offering online courses
<http://www.ontariolearn.com/>

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges contact:

Private Institutions Branch
Ministry of Training Colleges and Universities
10th Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2
Phone: (416) 314-0500
Fax: (416) 314-0499
www.edu.gov.on.ca

For information about particular courses, contact:

Ontario Association of Career Colleges
274 Colborne St. E., Upper Level
P.O. Box 340
Brantford, Ontario N3T 5N3
Phone: 519-752-2724
Fax: 519-752-3649
www.oacc.ca

ABORIGINAL INSTITUTES' CONSORTIUM

Anishinabek Educational Institute
P.O. Box 711,
North Bay, Ontario P1B 8J8
Phone: (705) 497-9127
Fax: (705) 497-9135
<http://www.anishinabek.ca>

First Nations Technical Institute
300 York Road, P.R. #1
Doverton, Ontario K0K 1X0
Phone: (613) 396-2122
Fax: (613) 396-2761
<http://www.fnti.on.ca>

Iohahn lo Awkesasne Adult Education
P.O. Box 579
Cornwall, Ontario K6H 5T3
Phone: (613) 575-2754
Fax: (613) 575-1478

Kengewin Teg Educational Institute
30 Lakeshore Drive, P.O. Box 168
M'Chingee First Nation, Ontario P0P 1G0
Phone: 705-377-4342
Fax: (705) 377-4379
<http://www.kte.net>

Mamaweswen Training Institute
Box 28 Hwy. 17
Cuter, Ontario P0P 1G0
Phone: 705-848-4347 ext. 216
Fax: 705-848-0588

Ogwehoweh Skills and Trades Training Centre
16 Sunrise Court, Box 69
Oshweken, Ontario N0A 1M0
Phone: (519) 445-2222
Fax: (519) 445-4777
<http://www.greaten.com>

Oshki-Pimache-O-Win Education and Training Institute
107 Johnson Ave., 2nd Floor
Thunder Bay, Ontario P7B 2V9
Phone: (807) 346-2770
Fax: (807) 345-2924
<http://www.oshk.ca>

Seven Generations Education Institute
1455 Idylwild Drive, Box 297
Fort Frances, Ontario P9A 3M6
Phone: (807) 274-2796
Fax: (807) 274-8761
<http://www.7generations.org>

Six Nations Polytechnic
P.O. Box 700
Ohsweken, Ontario N0A 1M0
Phone: (519) 445-0023
Fax: 519-445-4416
<http://www.snpolytechnic.com>

Consortium office: Aboriginal Institutes' Consortium
188 Mohawk St.
Brantford, Ontario N3S 2X2
Phone: (519) 759-3725
Fax: 519-759-5616
<http://www.aboriginalinstitute.com>

Computers for Schools — Ontario

Computers for Schools — Ontario (CFSO) is an immensely useful nonprofit program that supplies free refurbished computers to schools that need them. Through this project, thousands of computers are distributed to elementary and secondary schools each year. Project managers in three cities, Ottawa, Toronto, and Sudbury, administer the program for the entire province.

To participate in the program, staff at elementary and secondary schools fill out and submit a form to CFSO, on which they indicate how many computers they need. Used computers are donated to the program by government ministries and by large institutions and corporations, such as Ontario Hydro and Bell Canada, which regularly replace their computers with new, technologically up-to-date models. The used computers are then refurbished by high school students enrolled in information technology support analyst (ITSA) co-op programs. Under the guidance of instructors, these students take apart, clean, repair, and rebuild the computers. Once they've been checked to ensure that they are working properly, the computers are sent to the schools that requested them.

Marc Gascon, project manager at the Sudbury office, which looks after all of Northern Ontario, says the program is a great success. He points out that at Collège Boréal, the refurbishment centre for the Sudbury sector, 5000 computers were available in early September 2003.

ITSA students are proud of their ability to renew the computers and pleased to be doing something that makes such a difference in other students' lives. "I'm really lucky to be using my computer knowledge to get the computers working again and to benefit others at the same time," says Brandon Dumont, a student in the program at École secondaire catholique Champlain in Chemsford. *Jacqueline Garneau*



ENCOUNTERS and ENRICHMENT

If you are a student between the ages of 14 and 17 and would like to spend a stimulating week in the nation's capital, consider Encounters with Canada, our country's largest youth forum. Its objective is to bring together young Canadians from all backgrounds and regions of the country so that they may discover Canada through each other, explore careers, and gain a better understanding of Canadian institutions.

The programs, which are held at the Terry Fox Centre, take place between late September and early December and between February and early May. Students from every province and territory in Canada learn about their country; tour the capital; investigate careers through activities, workshops, presentations; and take part in group discussions on a host of topics. The week is divided into two parts. The first is made up of visits to Parliament, the Senate, and other institutions, while the second focuses on themes such as sports and fitness, arts and culture, science and technology, the Royal Canadian Mounted Police, and journalism and communications.

For more information about Encounters with Canada, visit www.encounters-rencontres.ca or talk to your guidance counsellor about it.

In addition to Encounters with Canada, Ontario students have many outstanding enrichment programs open to them. While some last a week and take place during the school year, others are three months to a year long and still others last throughout the summer. If you're interested in exploring what's available, check out the Enrichment and Summer Opportunities section of the Ontario School Counsellors' Association website at www.osca.ca/enrich.htm.

At the site, you'll find information on and links to programs for students in elementary and secondary schools and postsecondary institutions. You may already know a little about some of them, such as the Ontario Rangers, House of Commons Page, and Shad Valley programs. Others worth looking into are the Deep River Science Academy, the Ontario Science Centre School, and the summer camp programs for both elementary and secondary school students offered by a number of Ontario universities. If travelling further from home appeals to you, find out about the many organizations that arrange student exchanges both within Canada and around the world. Katimavik, for example, is a unique program, in which groups of 11 young people work as volunteers up to 35 hours a week in three different Canadian communities over a nine-month period, while having their transportation, lodging, food, and program-related costs covered by the program. If perfecting your second-language skills is of interest, the Summer Language Bursary Program, which provides full tuition and living expenses for five-week summer programs throughout Canada, is worth exploring. If, on the other hand, an interesting summer job is what you're looking for, you'll find links to lots of work opportunities at the site.

Since some of these programs are competitive, it's a good idea to start exploring your options and finding out about application procedures and deadlines now. If you need assistance, talk to your guidance counsellor.

CFSO at Collège Boréal

Thanks to a partnership between Computers for Schools — Ontario (CFSO), Collège Boréal, the Ministry of Training, Colleges and Universities (MTCU), and the four school boards in the Sudbury area, senior students from schools within the boards can become information technology support analyst (ITSA) apprentices.

To enter the program, students register with MTCU as apprentices through the Ontario Youth Apprenticeship Program. CFSO sponsors these students, who, once they are registered, begin taking the Level 1, common core, courses for ITSA apprentices, the first step towards completion of the in-school component of the requirements for trade certification.

For an entire secondary school semester, participating students are at Collège Boréal from Monday to Friday. Mornings are spent on the theoretical portion of the program, while in the afternoons the students focus on the practical skills of the trade in their co-op placement with CFSO.

Because of the success of the program, CFSO co-op placements have, as of February 2004, also been made available at the Timmins and Sturgeon Falls campuses of Collège Boréal.

For more information about this program, go to computersforschoolsontario.com or contact Louise Turcotte at Collège Boréal at 1-800-361-6673, ext. 3100.

REAL GAME SERIES

The Conseil scolaire catholique du Nouvel-Ontario is proud of its participation in the pilot phase of the development of games in the National Life/Work Centre's Real Game series. Some years ago, a number of the board's elementary and secondary schools tried out three games: The Make It Real Game, which is aimed at 10- to 12-year-olds; The Real Game, intended for 12- to 14-year-olds; and The Be Real Game for those between 14 and 16. Since then, these games have become an integral part of the programming in schools within the board, enabling students to find out about professions and trades and have fun exploring them.

This year, the board was asked to test The Play Real Game, which is meant for students aged 8 to 10, and The Get Real Game, intended for those from 16 to 18.

Grade 3 students at École St-Antoine in Noëlville and Grade 4 students at École Notre Dame du Rosaire in Blezzard Valley tried out The Play Real Game. The student testers were able to learn experientially by simulating life in a community. They assumed adult roles, in which they were, for example, municipal service workers and businesspeople, earning and spending money in an imaginary town. The game enabled the students to acquire knowledge and develop career exploration skills.

Students in two Grade 12 classes at École secondaire catholique l'Horizon in Val Caron tested The Get Real Game. In this more complex game, secondary school students make the transition from school to the work world, occupational training, or postsecondary education. The student testers explored the vast range of career paths open to them and found out about the skills they would need to move from high school to their place in the world.

Congratulations to the pioneering students, teachers, and schools taking part in the tests! For more information on the Real Game series, check out www.realgame.ca.

PSE Choices

Ontario has:

- 144 apprenticeship programs;
- 24 colleges of applied arts and technology (CAATs), three agricultural colleges, and an institute of applied health studies;
- 19 provincially assisted universities, including the Ontario College of Art and Design;
- 64 collaborative programs between colleges and universities; and
- 450 registered private career colleges.

What's the difference? you may well wonder, as you read the above list. What follows are brief descriptions of the main postsecondary education programs and institutions in the province, along with information on resources that can help you learn more about your PSE options.

Apprenticeship is a type of training that is mostly hands-on and that tends to suit people who enjoy learning by doing. It provides access to well-paying jobs that demand a high level of skill, judgement, and creativity. Apprentices are paid during their on-the-job training, and their wages increase with their skill levels.

About 90 per cent of apprenticeship training is provided in the workplace by employers or sponsors who train to standards of skill and safety set by industry. The remainder consists of classroom instruction, in which apprentices learn theory. This instruction is usually delivered at a community college or provided at the facilities of an approved training organization.

Those wanting to enter an apprenticeship must first find an employer who is willing to take them on as an apprentice. Once a contract is signed by the student, the employer, and the Apprenticeship Branch of the Ministry of Training, Colleges and Universities, the student can begin his or her apprenticeship.

Colleges of applied arts and technology (CAATs), which are often referred to as community colleges, offer programs that lead to certificates or diplomas that take one to three years to complete. Many colleges now also offer four-year applied degrees. At present, there are over 30 programs leading to these degrees. For most programs, the minimum admission requirement is an Ontario Secondary School Diploma (OSSD) or the equivalent. In some cases, specific prerequisite courses are required, while for others some postsecondary education is necessary. It's important to note that, while admission to some programs is very competitive, for many others, high marks are not needed. You can learn more about course requirements and admission procedures in the *Ontario College Guide*, which is available in guidance offices and online at www.ontariocolleges.ca.

Universities offer undergraduate degree programs that typically take three or four years to complete. In addition, many also offer graduate programs leading to master's and doctoral degrees. Admission to university requires a total of at least six U or M courses. In most cases, the rest of the courses one has taken to complete the OSSD can be U or M courses. You can find out which courses are needed for any program and what the average marks for admission to them have been in *Info*, a guide that is published twice a year and is available in guidance offices and at www.ouac.on.ca.

Collaborative degree programs are relatively new in Ontario. Students in these programs normally spend two years at a college followed by two years at a university. At this point, collaborative programs are available only in the area of nursing. Graduates of the nursing programs receive bachelor of science in nursing degrees.

Registered private career colleges stress training in practical skills and typically offer programs that are shorter than corresponding programs at CAATs. Since these colleges are privately operated and receive no funding from the government, tuition fees are often higher than those at CAATs. Although in most cases an OSSD is the only requirement for admission to programs at the colleges, completion of specific secondary school courses is necessary in some cases.

While you are deciding which of these options will best prepare you for what you want to do after graduation, you may want to consider the employment rates of students who graduated from Ontario college and university programs. You can access this information by going to the Information on Program Outcomes section at http://www.edu.gov.on.ca/eng/general/postsec/ps_overview.html.

Secondary school guidance offices also have a great deal of information on postsecondary education choices. The Internet is a good source for more detailed information. At the Career Gateway section of the Ministry of Education and the Ministry of Training, Colleges and Universities website at www.edu.gov.on.ca/eng/career/, you'll have access to information about the complete range of Ontario's PSE opportunities.

A Win-Win Situation

Collège Boréal is a postsecondary education and occupational training institution. As part of its mandate to provide training, the college delivers a range of programs and services to employees, employers, businesses, and organizations. The college also exists to respond to the needs of francophone Ontarians.

Collège Boréal, in partnership with the ACFO (l'Association canadienne française de l'Ontario) Régional de Windsor, has been offering Job Connect in Windsor since April 2002. This program, which is funded by the Government of Ontario, delivers free employment services to employers and youth who are looking for work.

Job Connect helps young people with their job searches, résumé writing, and interview preparation, while also offering them training opportunities and job market information. At the same time, the program lets employers access a database of job seekers and may also provide them with financial support in the form of wage subsidies to help with the cost of training new employees.

About a year ago, Jocelyne Roy, an employment consultant for Job Connect, noticed a marked increase in new employers whose businesses were in

specialized fields. Many of these employers were looking for skilled workers and having difficulty finding them in the region. Jocelyn realized that Job Connect could come to the aid of these employers and promote the success of program participants in the process. She met with the employers to let them know both about her clients and the advantages of the Job Connect program. The result was a win-win situation.

Roger Beaulieu, owner of Jardins Boardwalk Gardens, counts himself as one of these winners. "Garden centres and landscaping and ornamental horticulture businesses have been suffering for many years from a shortage of well-trained applicants," he says. "Having more of them would mean our small businesses could turn a profit. With the help of Jocelyne and Job Connect, we found a number of applicants we could train and use. These individuals benefited from horticultural training, and I benefited from a stronger pool of employees and financial assistance to help defray the very high costs of training."

Between April and November of 2003, about 40 per cent of all Job Connect placements in Windsor were in fields requiring apprenticeship training. As a result, the program has both raised the profile of trades among youth in the community and been a tremendous help to businesses looking for skilled workers.

BACK IN THE LOOP

So, after having finished high school and taken a year or two off, you've decided to apply for admission to one or more of Ontario's universities. How do you do this?

Do your research First of all, determine which universities and programs you're interested in. All Ontario universities have websites that provide detailed information on their program and course offerings. You may also want to contact universities directly if you have questions that are not answered on their websites. Once you have made your university and program selections, you'll be ready to complete and submit the application for admission.

Obtain an application form Anyone applying for full-time undergraduate studies at an Ontario university or universities who is not currently a student at an Ontario secondary school must use the OUAC 105 application form. This form is available from and can be completed at www.ouac.on.ca, the website of the Ontario Universities' Application Centre (OUAC). You can also request a print application package by contacting either the OUAC or the admissions office of any Ontario university.

Submit the application form and pay the required fees After you have completed the application form, submit it to the OUAC. Keep in mind the deadlines for submission stipulated by the universities you have selected. As part of your submission, you must also pay the required application and related fees to the OUAC. If you do not make a valid payment, the information on your application will not be forwarded by the OUAC to the universities you have selected.

Arrange for universities to receive transcripts and other documents All of the universities to which you are applying require that you arrange to have official transcripts of your academic record sent directly to them. Additional documentation may be necessary. To find out what is required in your case, read the information provided by the pertinent universities on the OUAC site and, if you still have questions, contact the university or universities concerned.

Wait for the decisions After the information in your application has been transmitted by the OUAC to the universities to which you've applied, the universities consider your application, grades, and other details, make their admission decision, and then communicate that decision to you. The OUAC does not make admission decisions.

For further details, including links to the websites of all Ontario universities, go to the OUAC website at www.ouac.on.ca.

VOLUNTEERS

for Life

Volunteers for Life is a short, entertaining video about the importance of volunteering, featuring real-life teens in rural and urban Ontario. Besides aiming to inspire students to volunteer in their communities by informing them of the benefits of doing so, the video provides them with ideas about where to look for volunteer work and helps them consider the skills they have to offer their communities. **Janice Bonter**, Head of Guidance, Centre Hastings Secondary School

You can order copies of the video from Magic Lantern Group Inc. at 1-800-263-1717 and www.magiclantern.ca.

CAREER CRUISING

Ontario students looking to map out their futures have a powerful resource at their fingertips. Career Cruising is an online multimedia career reference guide that you can use to develop your career goals and plan your postsecondary education and training. Last year, Ontario students logged in to the Career Cruising website more than 1.5 million times and viewed approximately 50 million of its pages.

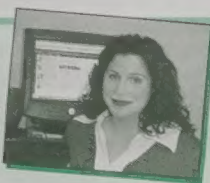
To get started, go to www.careercruising.com and log in, using your school's username and password. Ask your guidance counsellor if you're not sure what they are. (All publicly funded schools in Ontario have access to Career Cruising, courtesy of a licence purchased by the Ministry of Education, so your school definitely has a username and password.)

The best way to get started at Career Cruising is to complete the Career Matchmaker questionnaire. This interest-assessment tool asks a series of questions about your interests. Once you've answered them, a list of 40 professions appears, along with information about how each of them matches your interests.

If you'd prefer to bypass Career Matchmaker and simply choose and read about careers that interest you, click on Careers to access a database of over 500 in-depth career profiles. Each profile contains a description of the career, including information about working conditions and earnings, along with multimedia interviews with professionals who work in the field.

Once you've picked a career, you can plan the education and/or training necessary for it by surveying the Education section of the site. Career Cruising provides comprehensive information on hundreds of community college, university, technical school, and apprenticeship programs.

To make your experience at Career Cruising both more personal and more organized, the site offers Career Portfolio. Think of this feature as an online filing cabinet in which you organize and save all the information you gather, including your Career Matchmaker results and information about other careers that interest you. You can also use Career Portfolio to prepare your high school education plan – and even a résumé. Its Resume Builder will help you create a professional-looking résumé that can be revised, saved, and printed anywhere you have Internet access. **Matt McQuillen, Fara Ciaravino**



12 Safety Rules for Volunteers

- 1. Get training.** Ask to be shown how things are supposed to be done and what to look out for.
- 2. Learn how to do the job safely.** Know the policies, procedures, and rules, and follow them. Know what to do in an emergency.
- 3. Be supervised.** Ask your supervisor to watch you to make sure you are doing the job correctly. Find out who you can ask for help when your supervisor isn't close by.
- 4. Wear the gear.** Whether they're hairnets, gloves, aprons, safety glasses, or earplugs, find out how to use and wear them properly.
- 5. Think the job through and identify risks before you start it.** Identify unsafe practices and situations and report them.
- 6. Ask. Ask. Ask.** There are no stupid questions, just stupid excuses when you do something without having being told to do it and without having been instructed in how to do it. Communicate!
- 7. Don't do anything that you haven't been shown how to do safely and don't do anything you've been told not to do.** Your supervisor rules. If other people working with you ask you to do something you've been told not to do or haven't received training in, check with your supervisor before you do it.
- 8. Tell your supervisor if you see anything that you think may hurt you or someone else.** If you see someone doing something that you know or think could injure them, report it. Who is doing it is not as important as what is being done. This isn't ratting, but a mature move to prevent unnecessary injuries.
- 9. If you get hurt, no matter how minor it may seem, report it.** Let your supervisor and your family know. Remember that you are not being asked to give until it hurts.
- 10. Talk to your family.** Let them know what tasks you'll be doing and the training you've received. Tell them about any concerns you have or things you see that you don't think are right. Sometimes your parents know things you don't.
- 11. Be honest.** If you think a task is beyond your capabilities, let your supervisor know right away. Don't take on anything you can't handle.
- 12. Don't assume you can do something you haven't done before.** Get guidance, instructions, or supervision, and never do more than what you were actually told to do without first checking with your supervisor.

*Keep your eyes open and speak up.
You need to protect yourself.*

For more information, click on Information for Volunteers at www.worksmartontario.gov.on.ca.

WSIB Student Video Contest

Nearly 350 Ontario high school students have submitted entries to the Workplace Safety Student Video Awards Contest since it began two years ago.

For the contest, the Workplace Safety and Insurance Board (WSIB), in partnership with the Ministry of Education and the Ministry of Labour, challenges students to address a workplace safety issue with originality in a video. Submission styles range widely and have in the past included drama, news report, animation, claymation, documentary, and TV commercial.

Winners receive prizes of \$1000, \$750, and \$500. In addition, 11 certificates of merit are given out for specific craft and style categories, such as special visual effects, rock video, and personal narrative. An important effect the contest has on contestants is that they take the knowledge they acquire about safety while making the video to their part-time jobs.

First place in 2003 went to the Hamilton team of **Adrian Laurie** of Hill Park Secondary School and **Chris Paré** of St. Jean de Brébeuf High School for their production, *Presence of Absence*.

"An announcement was made over the PA system at my school, and many teachers and students congratulated me," Chris says. "One of my teachers cut the picture of Adrian and me out of the paper and posted it for the rest of the year, which kind of made

me feel like a celebrity. It was very exciting."

Adrian got the celebrity treatment at his school too. "My teacher, Mr. Sacchetti, put an announcement on the school sign outside, and I received many congrats," he says. "Every teacher I knew stopped to say something congratulatory or to tell me to 'keep at it.'"

Since the win, Chris has gone on to the filmmaking program at Sheridan College. Adrian, who hopes to join Chris there later this year, has just completed another video, *A Day in Fate's Shadow*, which he plans to enter in an international youth film festival.

Adrian and Chris, who split their \$1000 prize and invested it in computer editing equipment and extended-life camera batteries, say their success in the contest solidified their desire to continue on the film/TV path.

"Although I already knew that media was my career direction, winning that contest boosted my confidence – and Adrian's – a great deal," Chris says. "It was the first time I've had my work praised by someone other than family members and friends!"

For more information, call 1-800-663-6639 or visit www.wsib.on.ca.



4 HOW YOU CAN GET THERE

Skills Canada–Ontario

It has been 15 years since a local advisory council in Barrie met to discuss the labour challenges facing industry in that area. Council members identified the scarcity of qualified, skilled employees and the annual decline in the number of students enrolled in technical courses in high schools as the two greatest problems.

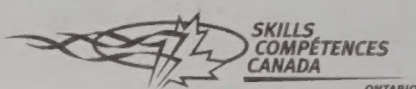
After further study of the issues, the council proposed a pilot project to the Ontario government in which ten "skills clubs" would be formed in schools throughout Simcoe County and a provincial skills competition held. The former Ministry of Skills Development saw merit in the proposal, and that same year nearly one hundred competitors converged on Barrie for the first Ontario Technological Skills Competition.

Since the launch of the competition in 1989, Skills Canada–Ontario has watched the event grow each year. In 2003 more than 1000 competitors participated in the 14th Ontario Technological Skills Competition in Waterloo. The competition has also expanded its programs and now includes Elementary Technology

Challenges, young women's conferences, and Careers Showcase, an interactive presentation.

At the same time as the Ontario event has grown, there has also been an increase in the success of Skills Canada–Ontario competitors at both the Canadian and World Skills Competitions. Ontario has sent four students to the latter in the last four years. Explaining why she thinks the province's students are doing so well, Skills Canada–Ontario's executive director, Gail Smyth, says, "Ontario's success at the national and world levels over the last couple of years is an indication of the commitment and hard work of both the competitors and the [competition] advisers."

This year the 15th Ontario Technological Skills Competition will be held from May 3 to May 5 at the Manulife Financial Sportsplex in Waterloo's RIM Park. For more information, visit www.skillsontario.com.



What's Out There?

Only 10 per cent of high school graduates proceed to postsecondary programs, complete them, and find employment in the field in which they studied. Of the remaining 90 per cent, many do not pursue postsecondary studies, but, of those who do register in college and university programs, a sizable number either drop out or change their program of study after the first year.

In 1998, Skills Canada–Ontario launched an awareness program called What's Out There? to help young people make more informed career decisions. The program, which consists of an interactive 45-minute PowerPoint presentation, is shown in schools to students in Grades 7 to 12. In addition to making students aware of the many viable career opportunities available in the skilled trades and technologies, the program also focuses on topics such as apprenticeship, trends affecting the job market, and the increasing demand for skilled workers.

While it may not benefit every Ontario student looking for career direction, What's Out There? will help all students make more informed career choices.

For more information about the program – which, in 2003, was delivered more than 350 times at schools affiliated with Skills Canada–Ontario – contact Sarah Zamin at 519-749-9899, ext. 227, or at sarahz@skillsontario.com, or visit www.skillsontario.com.

COMPETITOR'S profile

For **Cathy Lewis**, the year 2003 was doubly golden. After winning a gold medal in the industrial mechanic millwright portion of the 14th Ontario Technological Skills Competition in Waterloo, she again displayed the talent necessary to win gold at the 9th Canadian Skills Competition, also held in Waterloo.

At the Canadian competition, Cathy also proved that she belonged on the winner's podium by impressing the panel of national judges with her wealth of knowledge about millwrighting. She first became interested in the field while working at a manufacturing company, where she saw millwrights going about their work. Watching them troubleshoot and make repairs fascinated her. She began asking them questions and, as a result, learned firsthand about the job of a millwright.

After many hours of on-the-job training and weeks of classroom instruction, Cathy is now a registered apprentice with Presstran Industries in London and working towards an industrial mechanic millwright's licence. She spends between 40 and 60 hours per week at her job, acquiring technical skills in areas such as repairing and rebuilding machines, while also learning to use the various tools of her trade, including dowel pullers, bearing breakers, and arbour and hydraulic presses.

Of her triumphs at the Ontario and Canadian Technological Skills Competitions, Cathy says, "My experience at the competitions really boosted my confidence and made me realize that I've made a wise career decision."



LABOUR MARKET INFORMATION

To plan your career, you need to know where the economy is going – what's growing and what's not. Labour market information is a key to planning. To find out more, visit www.ontariojobfutures.net.

ARTS AND CULTURE

Career areas in Canada's arts and culture sector include:

- Broadcasting
- Film and television
- Visual arts and crafts
- Live performing arts
- Music and sound recording
- New media
- Writing and publishing

Jobs that look promising

Career prospects are bright for people with managerial and planning skills and for those who want to work in new media.

Strong demand is also predicted for administrators with fundraising and market-development skills. Many organizations will require workers with a combination of general fundraising experience and expertise in the marketing of specific events and projects.

Canada's cultural industry – especially film and television, publishing, and digital media – has excellent export potential. People with specialized export marketing and promotion skills will, therefore, be in demand.

Openings for writers, editors, journalists, translators, and interpreters are also likely to be plentiful. Many such positions will become available because of attrition.

Traditionally, most positions in arts and culture have been in the public sector. However, more of them are appearing in the private sector, which, for example, is showing an increasing demand for corporate archivists and librarians to help other employees find information on the Internet and in computerized databases.

New media, which encompasses the creation of products that integrate, text, sound, photographs, images, and video, will also require more workers, specifically:

- Graphic arts technicians
- Graphic designers and illustrators

Healthy demand is also expected for audio and video recording technicians and for technical occupations in motion picture production, broadcasting, and the performing arts.

WHERE CAN I FIND OUT MORE?

Association of Canadian Television and Radio Artists (ACTRA): www.actra.ca

Association of Registered Interior Designers of Ontario: www.arido.on.ca

Canadian Association of Broadcasters (CAB): www.cab-acr.ca

Canadian Authors Association: www.canauthors.org

Canadian Conference of the Arts: www.ccarts.ca

Canadian Heritage Information Network: www.chin.gc.ca (search "career")

Cultural Careers Council of Ontario: www.workinculture.on.ca

Cultural Human Resources Council: www.culturalhrcc.ca

Interactive Multimedia Arts and Technologies Association (IMAT): www.imat.ca

Society of Graphic Designers of Canada: www.gdc.net

Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government.

This category also includes:

- Purchasing managers
- Publicity and information officers
- Accountants and auditors
- Record keepers
- Human resources managers
- Insurance brokers and agents
- Claims adjusters
- Accident investigators
- Real estate agents and brokers

JOBS THAT LOOK PROMISING

- Insurance, real estate, and financial brokerage managers
- Banking, credit, and other investment managers
- Financial and investment analysts
- Purchasing agents and officers
- Accounting and related clerks
- Shippers and receivers
- Insurance underwriters
- Accountants and auditors

Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

WHERE CAN I FIND OUT MORE?

Canadian Institute of Chartered Accountants: www.cica.ca
 Canadian Management Centre: www.cmcmai.org
 Certified General Accountants of Ontario:
www.cga-ontario.org
 Certified Management Accountants of Ontario:
www.cma-ontario.org
 Institute of Chartered Accountants of Ontario:
www.icao.on.ca
 Insurance Bureau of Canada: www.ibc.ca
 The Logistics Institute: www.loginstitute.ca/career
 Office Workers Career Centre:
www.clericalworkerscentre.org
 Purchasing Management Association of Canada:
www.pmac.ca

Trades and Construction

If you have good mechanical and technical skills, there are plenty of opportunities down the road for:

- Automotive service technicians
- Electricians
- Machinists
- Refrigeration and air-conditioning mechanics
- Sheet metal workers
- Tool and die makers
- Construction tradespeople (crane operators, construction drillers, roofers)

Shortages in many skilled trades are predicted due to a combination of growth and retirement.

THE FUTURE FOR TRADES

Opportunities will increase, driven by the heavy rate of retirement expected in the coming decades.

JOBS THAT LOOK PROMISING

• HEAVY-DUTY EQUIPMENT MECHANICS

Workers in this trade repair, overhaul, and maintain the mobile heavy-duty equipment used in construction, forestry, mining, material handling, landscaping, land clearing, and farming.

• INDUSTRIAL MECHANICS (MILLWRIGHTS)

Industrial mechanics, or millwrights, install, maintain, and repair industrial machinery and mechanical equipment. Millwrights will increasingly need to use electronic testing and measuring equipment in their work.

• TELECOMMUNICATIONS INSTALLATION AND REPAIR WORKERS

These workers install, test, maintain, and repair telephones and telephone switching and telecommunications equipment related to the transmission of sound and video signals and other data over a variety of media.

• BRICKLAYERS

These workers lay bricks, concrete blocks, stone, and other materials to construct or repair walls, arches, chimneys, fireplaces, and other structures in accordance with blueprints and specifications.

• STEAMFITTERS, PIPEFITTERS, AND SPRINKLER SYSTEM INSTALLERS

Steamfitters and pipefitters lay out, assemble, fabricate, maintain, troubleshoot, and repair piping systems that carry water, steam, chemicals, and fuel in heating, cooling, lubricating and other process piping systems. Sprinkler system installers fabricate, install, test, maintain, and repair water, foam, carbon dioxide, and dry chemical sprinkler systems in buildings for fire protection purposes.

WHERE CAN I FIND OUT MORE?

Automotive Industries Association of Canada:
www.aiacanada.com
 Automotive Parts Manufacturers' Association:
www.apma.ca
 Canadian Apprenticeship Forum: www.caf-fca.org
 Canadian Automotive Repair and Service Council:
www.cars-council.ca/idl.asp
 Ontario Construction Secretariat:
www.iciconstruction.com
 Ontario Trucking Association: www.ontruck.org
 Opportunity Knocks (hot careers in the trades):
<http://realm.net/opportunityknocks>
 Skills Canada (promotes trade/technical careers):
www.skillscanada.com
 Women in Trades and Technology National Network:
www.witnn.com
 Red Seal: www.red-seal.ca

HEALTH CARE

The future for work in health care

The aging health care workforce and the gradual drop in the average age of retirement (from 65 in 1976 to 62 in the late 1990s) mean there will be significant need for health care workers, even though growth in the total number of health care jobs will be slow.

Jobs that look promising

Dental hygienists

Dental hygienists clean patients' teeth and help them maintain good oral health.

Opticians

Opticians are specialized health care professionals who fit eyeglasses and contact lenses, following prescriptions written by ophthalmologists or optometrists.

Dietitians and nutritionists

Dietitians and nutritionists plan food and nutrition programs, and supervise the preparation and serving of meals.

Lab technicians and technologists

Clinical laboratory testing plays a crucial role in the detection, diagnosis, and treatment of disease. Medical laboratory technologists and medical laboratory technicians perform most of these tests.

Medical radiation technologists

Medical radiation technologists and technicians take X-rays and administer nonradioactive materials into patients' bloodstreams for diagnostic purposes.

Pharmacists

Pharmacists compound and dispense prescribed pharmaceuticals and provide consultative services to clients and health care providers.

Registered Nurses

Registered nurses provide direct nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.

WHERE CAN I FIND OUT MORE?

Canadian Council of Technicians and Technologists:
<http://www.cctt.ca>
 Canadian Dental Association: www.cda-adc.ca
 Canadian Institute for Health Information: www.cihi.ca
 Canadian Medical Association: www.cma.ca
 Canadian Nurses Association: www.cna-nurses.ca
 Registered Nurses Association of Ontario: www.rnao.org

Tourism and Recreation

Jobs prospects are good for:

- Trained food and beverage servers
- Chefs and cooks
- Hotel staff
- Tour guides and event planners

Bright future for employment

In the next five years, many new jobs will be created in the following areas:

- Hospitality sector – hotels, motels, and restaurants
- Tours and vacations
- Special events
- Sports

Jobs that look promising

Travel and tourism catering to people 50 and older is a major market. Demand is high for people to run tours and organize events that stress historical, educational, or cultural elements.

There will also be many jobs in the hospitality sector for people without specialized training. However, some workers, such as cooks and catering managers, will have acquired their skills at least partly at a college.

Chefs and bakers

Employment in these occupations is sensitive to economic conditions and seasonal variations. However, trained chefs and cooks are in high demand and should continue to be.

Food and beverage servers

Employment for this occupation is expected to grow.

Front desk agents

Front desk agents work in the lobby or reception areas of hotels, motels, resorts, and other accommodation facilities. The position is challenging and varied, and

offers the opportunity to work flexible hours and meet many people.

Travel Counsellors

Travel counsellors advise clients on travel options and tour packages, make reservations, prepare tickets, and process payments.

WHERE CAN I FIND OUT MORE?

Canadian Culinary Federation: www.ccfcc.ca
 Canadian Restaurant and Foodservices Association:
www.crfa.ca
 Canadian Tourism Human Resource Council:
www.cthrc.ca/careerplan.shtml
 Tourism Work Web: www.tourismworkweb.com